

EXECUTIVE DOCUMENT SUMMARY

State Form 41221 (R10/4-06)



Instructions for completing the EDS and the Contract process.

Received
JUL 10 2012

1. Please read the guidelines on the back of this form. *AG*
2. Please type all information.
3. Check all boxes that apply. **DOA Contracts**
4. For amendments / renewals, attach original contract.
5. Attach additional pages if necessary.

6031**8/21****6/26**

1. EDS Number: A58-1-11SA-005	2. Date prepared: 6/5/2012
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3. CONTRACTS & LEASES

<input checked="" type="checkbox"/> Professional/Personal Services	Contract for procured Services
<input type="checkbox"/> Grant	<input type="checkbox"/> Maintenance
<input type="checkbox"/> Lease	<input type="checkbox"/> License Agreement
<input type="checkbox"/> Attorney	<input checked="" type="checkbox"/> Amendment# <u>1</u>
<input type="checkbox"/> MOU	<input type="checkbox"/> Renewal # _____
<input type="checkbox"/> QPA	<input type="checkbox"/> Other _____

FISCAL INFORMATION

4. Account Number: 13950-55500.	5. Account Name: TESTING & REMEDIATION
6. Total amount this action: <u>\$45,390,092.00</u>	7. New contract total: <u>95,039,790.00</u>
8. Revenue generated this action: <u>\$0.00</u>	9. Revenue generated total contract: <u>\$0.00</u>
10. New total amount for each fiscal year:	
Year 2011	<u>\$19,662,862.00</u>
Year 2012	<u>\$29,986,836.00</u>
Year 2013	<u>\$25,738,914.00</u>
Year 2014	<u>\$19,651,178.00</u>

TIME PERIOD COVERED IN THIS EDS

11. From (month, day, year): 7/1/2010	12. To (month, day, year): 6/30/2014
13. Method of source selection:	
<input type="checkbox"/> Bid/Quotation	<input type="checkbox"/> Emergency
<input checked="" type="checkbox"/> RFP# <u>7-93</u>	<input type="checkbox"/> Special Procurement
<input checked="" type="checkbox"/> Other (specify) _____	

35. Will the attached document involve data processing or telecommunications systems(s)?

Yes: IOT or Delegate has signed off on contract

36. Statutory Authority (Cite applicable Indiana or Federal Codes):

IC 20-19-3-5

37. Description of work and justification for spending money. (Please give a brief description of the scope of work included in this agreement.)

CTB/McGraw-Hill will provide all needed services required to deliver ISTEP+ assessments for students in grades 3-8, including design, development and implementation of testing and scoring services.

38. Justification of vendor selection and determination of price reasonableness:

Through competition coordinated by the Indiana Department of Administration, CTB/McGraw-Hill was the highest scoring (winning) vendor for Component 3 of RFP 7-93 and was therefore selected to provide Component 3 of Indiana's assessment system, which includes ISTEP+ assessments for students in grades 3-8. Based on the proposals submitted, the price is considered reasonable for the services provided.

39. If this contract is submitted late, please explain why: (Required if more than 30 days late.)

This contract was submitted as soon as all details were finalized.

RECEIVED
JUL 10 2012
DOA Contracts

AGENCY INFORMATION	
14. Name of agency: Department of Education	15. Requisition Number: 0000007313

16. Address: DOE-ACCOUNTING 151 W OHIO ST INDIANAPOLIS, IN 46204
--

AGENCY CONTACT INFORMATION	
17. Name: Michele Walker	18. Telephone #: 317/232-9051
19. E-mail address: mwalker@doe.in.gov	

COURIER INFORMATION	
20. Name: Jim Holderman	21. Telephone #: 317-232-6610
22. E-mail address: jholderman@doe.in.gov	

VENDOR INFORMATION	
23. Vendor ID # 0000269835	
24. Name: CTB MCGRAW-HILL LLC	25. Telephone #: (800) 538-9547 X7135
26. Address: PO BOX 2258 CAROL STREAM, IL 60132	

27. E-mail address: SDoreswamy@ctb.com	
28. Is the vendor registered with the Secretary of State? (Out of State Corporations, must be registered) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

29. Primary Vendor: M/WBE Minority: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Women: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	30. If yes, list the %: Minority: _____ % Women: _____ %
--	--

31. Sub Vendor: M/WBE Minority: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Women: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	32. If yes, list the %: Minority: <u>4.6</u> % Women: <u>0.7</u> %
--	--

33. Is there Renewal Language in the document? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	34. Is there a "Termination for Convenience" clause in the document? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Yes: IOT or Delegate has signed off on contract	
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40. Agency fiscal officer or representative approval <i>John</i>	41. Date Approved <u>06-26-2012</u>	42. Budget agency approval <i>Sonya</i>	43. Date Approved <u>7-16-12</u>
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44. Attorney General's Office approval <i>Sonya</i>	45. Date Approved <u>7/23/12</u>	46. Agency representative receiving from AG <i>Sonya</i>	47. Date Approved <u>7-16-12</u>
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REQUISITION

Ship To: IN Department of Education
Accounting Dept.
151 W OHIO ST
INDIANAPOLIS IN 46204

Bill to: IN Department of Education
Accounting Dept.
151 W OHIO ST
INDIANAPOLIS IN 46204

Requisition No.	Date	Required Date	Page
0000007313	06/15/2012		1 of 1
Fund/Account:	13950 / 531010		
Dept Number:	023053		
Project Number:			
Requisition Number:	0000007313		
Requestor:	M254188 Melissa Ann Covey		
Agency Number:	00700 Department of Education		
Facility:			

MUST COMPLETE FOR ICPR

Print REQ
 Streamline Eligible

Line	Item	Description	Quantity	UOM	Unit Price	Ext Amt
1-1		TO ENCUMBER FUNDS. RECEIVE BY AMOUNT ONLY. A58111SA005 FY13	1.0000	MON	25,738,914.0000	25,738,914.00

<< TIED TO PO 12514117 TIED TO EDS A58111SA005

CTB/McGraw-Hill will provide all needed services required to deliver ISTEP+ assessments for students in grades 3-8, including design, development and implementation of testing and scoring services. >>

The following UN/CEFACT Unit of Measure
Common Codes are used in this document:
MON Month

Requisition Total \$ 25,738,914.00

I certify that the item[s] requested is [are] necessary for the operation of this State Agency.		
Requestor Signature	Printed Name of Agency Head or Authorized Employee	Authorized Signature
<i>Barbara Yost for M. Covey</i>	Beverly Flanagan	<i>Beverly J. Flanagan</i>

AMENDMENT #1
EDS#A58-1-11SA-005

This is an amendment to the Contract (the "Contract") entered into by and between the Indiana Department of Education (the "State") and CTB / McGraw-Hill (the "Contractor") dated July 1, 2010 through June 30, 2012.

In consideration of the mutual undertakings and covenants hereinafter set forth, the parties agree as follows:

The Contract is hereby amended for an additional period of two years. It shall terminate on **June 30, 2014**.

This amendment provides an increase of **\$45,390,092** as set forth in **Exhibit G** attached and herein incorporated by reference. Total remuneration under the Contract is not to exceed **\$95,039,790**.

The following clauses in the Contract are amended as follows:

1. Duties of Contractor

Paragraph 1, relating to Duties of the Contractor is hereby amended by addition of the following:

The Contractor will provide all needed services required to deliver ISTEP+ assessments for students in grades 3-8, including design, development and implementation of testing and scoring services. Details of duties are described in **Exhibit E** and **Exhibit F** attached herein and incorporated by reference.

2. Consideration

deleted in its entirety and replaced by the following:

Paragraph 2, relating to Consideration is hereby amended by the addition of the following:

Initial	Date
BL	6/14/12
SA	6/14/12

The Contractor will be paid in accordance with the billing schedule described in **Exhibit C** of the original contract attached and herein incorporated by reference and **Exhibit G** attached and herein incorporated by reference for performing duties set forth above. Total remuneration under this Contract shall not exceed **Ninety-five million Thirty-nine Thousand Seven Hundred Ninety Dollars (\$95,039,790)**.

3. Term

Paragraph 3, relating to Term is hereby deleted in its entirety and replaced by the following:

Initial	Date
BL	6/14/12
SA	6/14/12

This contract shall be effective for a period of four years. It commenced on **July 1, 2010** and shall remain in effect through **June 30, 2014**.

11. Confidentiality of State Information

Paragraph 11, relating to Confidentiality of State Information is hereby amended by addition of the following:

Security and Privacy of Student Information

The Contractor understands that in the performance of this Contract, the Contractor will be provided with personally identifiable student information subject to the protections of the Family Educational Rights and Privacy Act ("FERPA") (20 USC §1232(g), the National School Lunch Act (42 USC §1751 et. seq.), the Child Nutrition Act (42 USC §1771 et. seq.), the regulations implementing those Acts, and 511 IAC 7-38. As a result, the Contractor is bound by the security provisions and confidentiality obligations required by these laws and regulations.

1. Except as permitted by this Contract, the Contractor agrees not to share or re-disclose personally identifiable data, including de-identified data, received under this Contract with any other entity, organization, or individual.
2. Despite any contrary provisions in this Contract, the Contractor agrees not to disclose any personally identifiable data obtained in a manner that could identify, or reasonably lead to the identification of, an individual student to any other individual, institution, organization, government, or entity. This includes data that may not have been provided in a personally identifiable manner, but would still permit public identification of students due to small cell sizes (i.e., subgroups of 10 or fewer students). Such data and data elements may only be used in the aggregate or other manner consistent with generally accepted statistical principles that does not permit identification of students.
3. The Contractor shall promptly, that is, within one (1) hour of learning, report to the State any incidents in detail of any personally identifiable information received from the State whose confidentiality was breached, released, or is believed to have been breached or released.
4. The Contractor agrees to destroy all personally identifiable and de-identified information received under this Contract when it is no longer needed for the purpose for which it was obtained. The Contractor shall maintain records that document and verify the destruction of the data provided by the State pursuant to this Contract. If the Contractor does not destroy personally identifiable information pursuant to the terms of this Contract, when no longer needed for the purposes of this Contract, then the Contractor may be prohibited from access to future personally identifiable information from educational records for at least five (5) years.
5. Subject to the agreed-upon and limited use of the data and only for the purposes asserted in this Contract, there shall be no further disclosure by the Contractor of any of the information provided by the State in that this would constitute a redisclosure of information. Under the applicable federal FERPA regulation, redisclosure is only permitted upon obtaining prior consent of the parent or eligible student of the personally identifiable information.

47. Liquidated Damages

Paragraph 47, relating to Liquidated Damages Clause is hereby amended by addition of the following:

General timelines for deliverables and services under this Contract are set forth in **Exhibit E** (Scope of Work) attached hereto and herein incorporated.

A. It is hereby agreed that, without limitation to other rights and remedies of the State under this Contract, the State shall be entitled to liquidated damages for the Contractor's failure to deliver, pursuant to the provisions of this Contract and Key Performance Dates, defined in **Exhibit F** (Deliverables Overview) attached hereto and herein incorporated, any of the following deliverables:

- Paper testing materials delivery;
- Print reports delivery;
- "INORS" summary reports delivery;
- "Parent Network" reports delivery; and
- "OAS" online testing delivery, which is defined as uninterrupted CTB system availability every school day from 7:00 a.m. to 6:00 p.m. Eastern Time for the two weeks prior to each testing window and for the entire testing window

in accordance with the Key Performance Dates for each year of the Contract as specified in **Exhibit F** hereto. In the event of the Contractor's failure, liquidated damages shall begin to accrue the calendar day of such failure of Contractor to perform. The State shall be entitled to liquidated damages for each deliverable listed above in the amount of \$50,000 per day for each of the first five (5) calendar days of the Contractor's failure to deliver, \$150,000 per day for each of the next five (5) calendar days (days 6-10) and \$250,000 per day for each calendar day thereafter until such time that the Contractor cures the failure to deliver. The liquidated damages for any single delivery failure shall not exceed 10% of the current contract amount.

B. It is hereby agreed further that, without limitation to other rights and remedies of the State under this Contract, the State shall be entitled to liquidated damages for the Contractor's failure to deliver all other deliverables or complete all tasks pursuant to the Contract and not otherwise specified in Paragraph A above, in accordance with the Key Performance Dates for each year of the Contract as specified in **Exhibit F** (Deliverables Overview). The State shall provide the Contractor with written notice of the Contractor's failure to perform, and the Contractor shall have five (5) calendar days from receipt of the written notice to cure the failure without penalty. In the event that the Contractor fails to cure within the prescribed time period, liquidated damages shall begin to accrue, and the State shall be entitled to liquidated damages in the amount of \$25,000 per day for each of the first five (5) calendar days after the time period for curing without penalty has elapsed and \$100,000 per day for each calendar day thereafter until such time that the Contractor cures the failure to deliver or otherwise perform. The liquidated damages for any single delivery or performance failure shall not exceed 10% of the current contract amount.

C. It is agreed that liquidated damages will not accrue against the Contractor for failure to meet an original Key Performance Date if, prior to the specific Key Performance Date, the parties hereto mutually agree upon a change of date for a Key Deliverable, and an amendment incorporating the change of date is executed by the parties to the Contract.

However, liquidated damages as described in Paragraph A and B of this section, are applicable should the Contractor fail to perform in accordance with the amended Key Performance Dates deadline(s).

- D. It is agreed that, should the Contractor be prevented from timely performing its obligations hereunder by a *force majeure* event, including the State's acts or failure to act in its sovereign and contractual capacity such as a change in the scope of work or the failure to provide required approvals, the Contractor's time to perform shall be extended for the period of delay resulting from such event(s) as determined by the State.
- E. In respect of any Key Performance Dates, the State shall not be entitled to receive from the Contractor liquidated damages pursuant to this Contract or otherwise in excess of the amounts specified herein.

46. State Boilerplate Affirmation Clause

Paragraph 46, relating to State Boilerplate Affirmation Clause is hereby amended by addition of the following:

48. Employment Eligibility Verification (Clause Added)

48. Employment Eligibility Verification

The Contractor affirms under the penalties of perjury that he/she/it does not knowingly employ an unauthorized alien.

The Contractor shall enroll in and verify the work eligibility status of all his/her/its newly hired employees through the E-Verify program as defined in IC 22-5-1.7-3. The Contractor is not required to participate should the E-Verify program cease to exist. Additionally, the Contractor is not required to participate if the Contractor is self-employed and does not employ any employees.

The Contractor shall not knowingly employ or contract with an unauthorized alien. The Contractor shall not retain an employee or contract with a person that the Contractor subsequently learns is an unauthorized alien.

The Contractor shall require his/her/its subcontractors, who perform work under this contract, to certify to the Contractor that the subcontractor does not knowingly employ or contract with an unauthorized alien and that the subcontractor has enrolled and is participating in the E-Verify program. The Contractor agrees to maintain this certification throughout the duration of the term of a contract with a subcontractor.

The State may terminate for default if the Contractor fails to cure a breach of this provision no later than thirty (30) days after being notified by the State.

All other matters previously agreed to and set forth in the original Contract and not affected by this Amendment, shall remain in full force and effect.

THE REMAINDER OF THIS PAGE HAS BEEN INTENTIONALLY LEFT BLANK.

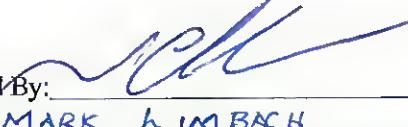
Non-Collusion and Acceptance

The undersigned attests, subject to the penalties for perjury, that he/she is the Contractor, or that he/she is the properly authorized representative, agent, member or officer of the Contractor, that he/she has not, nor has any other member, employee, representative, agent or officer of the Contractor, directly or indirectly, to the best of the undersigned's knowledge, entered into or offered to enter into any combination, collusion or agreement to receive or pay, and that he/she has not received or paid, any sum of money or other consideration for the execution of this Contract other than that which appears upon the face of this Contract.

In Witness Whereof, Contractor and the State have, through their duly authorized representatives, entered into this Contract. The parties, having read and understood the foregoing terms of this Contract, do by their respective signatures dated below hereby agree to the terms thereof.

CTB/McGraw-Hill

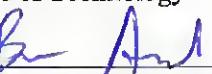
By: 
Printed Name: SANDOR NAGY
Title: CHIEF OPERATING OFFICER
Date: JUNE 8, 2012

Attested By: 
MARK LIMBACH
CHIEF FINANCIAL OFFICER
JUNE 8, 2012

Indiana Department of Education

By: 
Dr. Tony Bennett
Superintendent of Public Instruction
Date: June 26, 2012

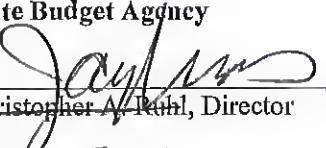
Indiana Office of Technology

By: 
Brian Arrowood, Chief Information Officer
Date: 7-6-12

Department of Administration


(for)
Robert D. Wynkoop, Commissioner
Date: 7/12/12

State Budget Agency


(for)
Christopher A. Rohl, Director
Date: 7-16-12

APPROVED as to Form and Legality:
Office of the Attorney General

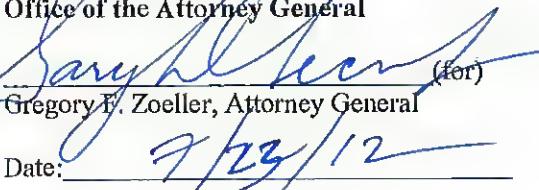

(for)
Gregory F. Zoeller, Attorney General
Date: 7/23/12

Exhibit E

SCOPE OF WORK

CTB McGraw-Hill

Project Name: ISTEP+

EXHIBIT E

SCOPE OF WORK

NOTE: Within this Exhibit E, references to "CTB" and "McGraw-Hill," indicate the "Contractor"; references to "IDOE" indicate the Indiana State Department of Education and references to "ISTEP+" indicates the Project's name under this Contract.

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EXECUTIVE SUMMARY

This scope of work document provides detailed information and specification for the 2012-2014 ISTEP+ program. This plan incorporates and expands on elements from prior ISTEP+ contracts.

The ISTEP+ 2012-2014 Scope of Work includes Grades 3 through 8 Spring 2013 and Spring 2014 test administrations that will test E/LA and Math for Grades 3-8, Science for Grades 4 and 6, and Social Studies for Grades 5 and 7.

With the exception of the Student Label, one copy each of the Invitation Code letter and Individual Student Report, all reports will be provided online.

There will be two testing windows, one for Applied Skills (constructed-response items to be administered in early March) and another for Multiple-Choice (late April/early May).

The operational testing window for each year includes:

Spring 2013

- Approximately 10% of the total student population will take the Applied Skills test online through the OAS application for the two content areas, E/LA and Social Studies, with the remainder (90%) taking the paper/pencil tests. As a contingency to the student readiness with online testing Applied Skills portions of the test, just for this administration, 100% of paper tests will be printed and be made available if needed.
- Applied Skills Mathematics and Science content areas will be administered 100% in paper/pencil mode only.
- At least 65% of the total student population will take all content areas of the Multiple-Choice test online through the OAS application.

Spring 2014

- Approximately 20% of the total student population will take the Applied Skills test online through the OAS application for the two content areas, E/LA and Social Studies, with the remainder (80%) taking the paper/pencil tests.
- Applied Skills Mathematics and Science content areas will be administered 100% in paper/pencil mode only.
- At least 80% of the student population will take all content areas of the Multiple-Choice test online through the OAS application.

In addition to the operational testing, pilot tests will be administered in the year 2013 and 2014 as noted below:

Spring 2013

- Applied Skills pilot forms based on Indiana Academic Standards will be administered to select population for all grades in ELA, Mathematics and Social Studies content areas. These pilot forms will be administered using paper/pencil mode, and also using online mode if student readiness and site participation is confirmed for Applied Skills online testing.
- Multiple-Choice pilot forms based on Common Core State Standards (CCSS) will be administered to a select population for all grades in ELA and Mathematics content areas, using the online mode only. The Online Multiple-Choice pilot tests will assess and provide a transition to the state's readiness in

implementing the CCSS and will use CTB-owned CoreLink items. *All future references to this pilot test will be referenced as 'CCSS Transition Online pilot' in this document.*

Spring 2014

- CCSS Transition Online pilot forms from 2013 will be repeat administered to a select population for all grades in ELA and Mathematics content areas, using the online mode only.

There is a 5-calendar day turnaround time for operational testing reports after the receipt of the Multiple-Choice portion of the test (late April/early May). For significant changes to the percent of the students testing online for Multiple-Choice, the turnaround time will be negotiated and agreed upon with the IDOE.

For the Spring 2013 administration only, a Cutscore Setting meeting for the Science content area will occur after the Spring 2013 test administration is completed. Because of this Cutscore Setting activity for Science, reports for E/LA, Math and Social Studies will be released following the 5-calendar day turnaround time, while for Science, reports will be released in Summer 2013.

Based on the data collected from the CCSS Transition Online pilot tests and subsequent research analysis, two new reports will be designed and reported at the State and Corporation levels to provide information relating to the CCSS. These new reports will not include student level data and will be reported outside of the regular operational reporting windows.

PROGRAM CONTACTS AND COMMUNICATION

Table 1 - Key IDOE Staff

Name	Position	Telephone	Email
Wes Bruce	Chief Assessment Officer	317-232-9054	wbruce@doe.in.gov
Michele Walker	Director of Student Assessment	317-232-9051	mwalker@doe.in.gov
Charity Flores	Assistant Director of Student Assessment	317-234-5595	cflores@doe.in.gov
Linda Potter	Assessment Support Specialist	317-232-9056	lpotter@doe.in.gov
Sharon Watts	Assessment Support Specialist	317-234-5585	swatts@doe.in.gov
Jim Mirabelli	Mathematics Assessment Specialist	317-234-5602	jmirabel@doe.in.gov
Ben Kemp	Mathematics and Science Assessment Specialist	317-234-1333	bkemp@doe.in.gov
Kelly Connelly	E/LA and Social Studies Assessment Specialist	317-234-5598	kconnelly@doe.in.gov
Erin Thompson	ELA Assessment Specialist	317-234-5599	ethompson@doe.in.gov

Table 2 - Key CTB Staff

Name	Position	Telephone	Email
Anu Tummala	Senior Director, Program and Project Management	831-393-7622	Anu_tummala@ctb.com
Shiva Doreswamy	Senior Program Manager	831-393-7135	sdorcswamy@ctb.com
Vacant	Program Manager		
Cece Robinson	Program Office Coordinator	831-393-7195	Cece_robinson@ctb.com
Lisa Staalenburg	Program Schedule Analyst	831-393-6855	Lisa_staaenburg@ctb.com
Linn Williams	State Solutions Manager	831-393-7896	Linn_williams@ctb.com
Jerry McCanna	Field Representative	317-581-9404	Jerry_mccanna@ctb.com
Krista Bobbitt	Content Development Manager	805-466-2921	Krista_bobbitt@ctb.com
Olga Connolly	Content Development Lead	850-875-3319	Olga_connolly@ctb.com
Karen Barton	Research Principal	919-386-0178	Karen_barton@ctb.com
Dong-In Kim	Research Scientist	303-721-4214	Dong-In_Kim@ctb.com
Leslie Simon	Production Coordinator	831-393-7268	Leslie_simon@ctb.com
Luna Kang	Online Production Coordinator	831-393-6554	Luna_kang@ctb.com
Darin Homer	Content Development Project Manager	916-983-0809	Darin_homer@ctb.com
Amanda Hill	Scoring and Research Project Manager	317-205-0220	Amanda_hill@ctb.com
Susan Griffith	Technology Project Manager	831-393-6044	Susan_griffith@ctb.com
Will Fredricks	Manufacturing Specialist	815-733-5097	Will_fredricks@ctb.com
Gary Bruni	Transportation Manager	831-393-7922	Gary_bruni@ctb.com
Patricia Kinison	Customer Service Project Lead	317-205-0683	Patricia_kinison@ctb.com
Donna Hyland	Delivery Manager	303-721-4259	dhylan@ctb.com
Madalina Papacica	Online Implementation Project Manager	831-393-7276	Madalina_papacica@ctb.com
Jayne Snyder	Business Requirements Analyst	831-393-7452	Jayne_snyder@ctb.com

Program Description

Scope	Details
Contract Duration	2012-2014
Fiscal Year Duration	July 1 – June 30
Grades	3 through 8
Content Areas	E/LA and Math for grades 3 through 8 Science for Grades 4 & 6 only Social Studies for Grades 5 & 7 only
Test	Applied Skills (open-ended items) Multiple-Choice (selected-response items) CCSS Transition Pilot (open-ended and selected-response items)
Testing Modes	Paper and Online (mixed)
Scope Items Covered	Test Document and Materials Development Test Document and Materials Production Online Content Production Ancillary Materials Development and Production Document and Materials Manufacturing Enrollment, Fulfillment, and Delivery Assessment Design and Analysis Cutscore Setting for Science (Spring 2013 only) Web-enabled Services Online Assessment System Software Application Customization Document Processing Report Generation and Delivery Online Reporting Data Re-verification CTB/Indiana Help Desk MBE/WBE Information
Enrollments (Public and Charter)	~80,000 students per grade (total of 480,000) ~1,600 schools (60 charter schools) ~295 corporations
Enrollments (Nonpublic and Choice schools)	~5,000 students per grade (total of 30,000) ~280 nonpublic and Choice schools

Customer Participation

- The IDOE will ensure prompt access to and decisions by the staff of the IDOE, by CTB or subcontractors as designated whenever such access and decisions are required in connection with the orderly progress of work for this program.
- The IDOE will participate in review and approval of the meetings outlined in the next section.

Customer Meetings

CTB to provide the following:

- Meeting Agendas
- Schedule meetings and arrange for meeting facilities
- Pay meeting facility fees
- Prepare meeting materials
- Lead the meetings with IDOE staff
- Prepare and maintain documentation of procedures used/decisions made
- Provide meeting refreshments and meals
- Provide airfare for the IDOE staff
- Provide a per diem for IDOE staff traveling to Monterey, CA
- Provide a rental car for IDOE staff traveling to Monterey, CA
- Provide lodging for IDOE staff in Monterey, CA

Meetings for each administration:

- Planning Meetings
- Post-Test Meetings
- Status Meetings
- Test Deck Reviews
- Test Coordinator Training Materials Review Meeting for ISTEP+ Online
- User Group meetings for ISTEP+ Online
- Science Cutscore Setting (Spring 2013 only)
- Passage Review meeting (for Spring 2013 Applied Skills pilot administration only)
- Content/Bias Review meeting (for Spring 2013 Applied Skills pilot administration only)
- Anchor Review meeting (for Spring 2013 Applied Skills pilot administration only)
- Item review/alignment and selection meeting (for Spring 2013 CCSS Transition Online pilot administration only)
- Anchor Review meeting (for Spring 2013 CCSS Transition Online pilot administration only)

Table 3 - Key Meetings

Meeting Type	Date	# Attendees			Location	Duration	Meeting Costs*			
		CTB	DOE	Participants			Meals	Lodging	Facility	DOE Per Diem
PM/DOE Customer Meeting (2 per year)	2012-2014	4	4		Indianapolis	2 days				
Test Deck S12 (1 per year)	2012-2014	10	4		Monterey	2 days	X	X	X	X
CTB/DOE Planning Meetings S12 (2 per year)	2012-2014	10	2		Monterey	2 days	X	X	X	X
CTB/DOE Post-Test Meeting (1 per year)	2012-2014	10	2		Monterey	2 days	X	X	X	X
ISTEP+ Online User Group Meeting (1 per year)	2012-2014	6	2	20	Monterey	2 days	X	X	X	X
ISTEP+ Online Test Coordinator Training Material Review meeting (1 per year)	2012-2014	3	2		Indianapolis	1 day				
Science Cutscore Setting 2013 (1 ONLY in 2013)	2013	10	4	TBD	Indianapolis	3 days	X	X	X	X
Passage Review Meeting (AS Pilot)	2012	5	3	TBD	Phone/WebEx	3 days				
Content/Bias Review Meeting (AS Pilot)	2012	5	3	TBD	Indianapolis	3 days	X	X	X	X
Anchor Review Meetings (AS Pilot)	2013	Available by phone	8	TBD	Indianapolis	3 days	X			

Item Selection and Anchor Review Meetings (MC pilot)	2012	Available by phone	4		Indianapolis Scoring Center	5 days	X		
Anchor Review Meetings ² (CCSS Transition Pilot)	2013	Available by phone	4		Indianapolis Scoring Center	5 days	X		
TIRM	2013	Available by phone	4		Indianapolis Scoring Center	5 days	X		

NOTE: An X indicates CTB is responsible for Payment.

Comments
(estimated costs)

Mileage = \$0.40 per mile
 DOE Per Diem = \$32.00 for DOE staff only
 Substitute costs = \$75.00 per day - payable to the corporation
 Honorarium = \$150.00 per day - payable to attendee if not a school day
 Meals = \$13.00 per day - for dinner to attendees that live more than 50 miles from meeting location

Program Management

- Negotiate all contract changes in scope, regardless of cost; document any changes in cost, schedule, or required deliverable. Ensure that customer and PM sign the change form (DCF) for any changes in schedule or scope.
- Follow up with customer and manage departments to ensure that the base-lined schedule is achieved, and that all requested changes in scope are managed so that the ultimate delivery dates for test and reports are met.
- Identify risks, rank, and mitigate all process risks that can impact the program schedule or the quality of deliverables.
- Develop the work schedule and process plans with assigned team members.
- Manage the program schedule to ensure that high quality deliverables are provided to the customer on time.
- Serve as point of contact between the IDOE and CTB departments.
- Submit Weekly Status Report and Action Item List to the IDOE.
- Facilitate weekly team meetings.
- Provide opportunity for timely communication between departments, and keep departments apprised of project status.
- Prepare and send correspondence to meeting attendees.
- Prepare customer meeting agendas for review by the IDOE.
- Schedule and conduct Red Team Reviews.
- Schedule and conduct with the IDOE the Test Deck Review.
- Arrange IDOE visits to CTB.
- Prepare and submit invoices.
- Manage Change Orders and Decision Logs for the contract.
- Produce the Quarterly Error Report.
- Monitor Minority and Women Owned Business Enterprises (MBE/WBE) contract compliance.

Minority and Women Owned Business Enterprises Contract Compliance

CTB agrees to comply fully with the provisions of 25 IAC 5 and the Subcontractor Commitment submitted with the State. No changes may be made to the commitment without the written approval of the Minority and Women's Enterprises Division of IDOA.

The following MBEs and WBEs are listed on the Minority and Women's Business Enterprises Division directory of certified firms and will be participating in this Contract.

Table 4 – M/WBE Vendors

MBE or WBE?	Telephone No.	Company Name	Scope of Product/Service	Utilization Dates
WBE	317-578-7225	All Pack Specialists, Inc.	Provide corrugated boxes.	December 2012 - May 2014
WBE	260-434-0990	Briljent LLC	Training services including technology services, on site training and site survey.	September 2012 - May 2014
WBE	856-486-0066	Interactive Printing and Packaging Corporation (JPAK)	Printing large print books, manipulatives, paper bands, stack	December 2012 - May 2014

			cards and other materials.	
WBE	317-872-4490	Langham Logistics	Transportation and logistics	January 2013 - May 2014
MBE	214-550-6124	DployIt	Professional Staffing for contract employees	January 2013 - August 2014
MBE		Solo Printing	Provide printed ancillary test materials	January 2013 - April 2014

NOTE: The parties hereto understand that the subcontractors noted in the above table are used in an effort to reach 10% of the contract price.

CTB agrees to submit a copy of the agreement entered into between CTB and each MBE/WBE subcontractor where the State took the selection of the MBE/WBE by CTB into consideration when issuing the procurement award. The copy of the agreement must be submitted to the MWBE Division in IDOA within ninety (90) days of the execution of the contract between CTB and the State. CTB also agrees to send all amendments, changes, and terminations to these agreements to the MWBE Division in IDOA within ninety (90) days of their execution. Failure to provide a copy of the agreement or subsequent amendment, change, and termination may result in exclusion from future State procurements. If CTB is not excluded from future procurements, the actions or inactions of CTB with regard to the above will be taken into account in all phases and scoring in future procurements. In addition, CTB must obtain the approval of the Division before changing any MBE/WBE participation plan submitted in connection with this Contract.

PROGRAM SCOPE

Program Milestones and Critical Dates

- Spring 2013 – See Attachment A
- Spring 2014 – See Attachment A

Out of Scope Work

The following items are not included in the price or scope of this contract. If desired, they can be added for an increased cost.

- Spanish translations of reports
- Any report redesign work initiated at the request of the IDOE; as it is unclear how many reports will change, costs cannot be estimated for the new Operational test reports at this time
- Beyond what is included in scope for the Spring 2013 and Spring 2014 pilot testing, any additional production of new items, the piloting of those items, and the associated workshops needed to approve the new items are not covered
- Bulk/Group printing of online reports in INORS, with the exception of bulk print of IC Letters, ISRs and Image Print documents
- Additional printing, fulfillment, shipping, or scoring of test materials over the amount stated in the Work Scope (see Document and Material Manufacturing)
- Teachers added to the Rangefinding meetings
- Changes to percentage of students taking online and paper/pencil test beyond what is included in scope for Spring 2013 and Spring 2014 administrations
- Guide to Test Interpretation documents will not be printed. These will only be developed for online access in PDF form.
- Additional printing of Grades 3-4 Practice tests (both Applied Skills and Multiple-Choice) and Grades

6-8 Gridded-Response Practice Tests (printing for one grade only is in scope)

- Educator facing Teacher Scoring Guides will not be developed and delivered.

Content Development/Publishing Deliverables

The content development team assigned to the ISTEP+ program will work closely with the IDOE to build quality assessments that meet Indiana Standards and that provide valid, reliable results upon which educational decisions can be made.

- Operational and Pilot Test Requirements and Test Design Tables are provided in Attachment E
- CCSS Transition Online Pilot Test Requirements and Test Design Tables are provided in Attachment F

Document and Materials Development

- Prepare Content Development specifications
- Develop test design, assessment limits
- Identify passages and items for department review
- Conduct passage review and content/bias review meetings (for Spring 2013 Applied Skills pilot only)
- Art development and production
- Conduct specifications and alignment meetings (for Spring 2013 CCSS Transition Online pilot only)
- Produce items, passages, tasks
- Produce field test forms
- Produce operational test forms
- Produce manuals and ancillary materials
- Provide updated PEID tables to Technology and Research
- Obtain copyright lines
- Obtain permissions
- Create custom cover designs

Document and Materials Production

- Receipt of manuscript by Art and Production
- Creation of first pages
- Creation of second pages
- Customer review and approval
- Materials Integration Review (MIR)
- MIR administration
- Review and documentation of results
- Creation of third pages
- Query resolution
- Corrections made and reviewed
- Pages submitted for prepress and QC
- Flight Check, postscript files, and convert to PDF
- Review of prepress output
- Release to Manufacturing
- PEID files and item objective maps to Research and Technology
- Scoring guides and anchor lists to Research and Handscoring

Online Content Production

- Build content
- Tweak item formatting for online production
- Complete style reviews

- Customer review and approval of online forms
- Corrections made and reviewed
- Deploy to CQA environment and verify
- Deploy to production
- Produce and deploy to production Multiple-Choice Online practice tests for all grades 3-8
- Produce and deploy to production Applied Skills Online practice tests for all grades 3-8
- Produce and deploy to production Experience ISTEP+ Online to support both Applied Skills and Multiple-Choice testing experience

Assessment Design and Analysis Deliverables - Research Tasks

- Develop pilot and validation sample school corporation list
- QA of PEID files
- Create, QA and deliver pre-equated scoring tables for Operational and Braille tests to Technology (Final PAR Files for Operational and Braille tests to Statistical Services for scoring tables creation for all grades/content areas)
- Develop and deliver IPI cut scores (Operational and Braille) to Technology
- Develop Analyses Specifications
- Receive data for analyses in two waves: Applied Skills (Phase 1) and Applied Skills plus Multiple-Choice (Phase 2)
- Use of standard Research Process Upgrade for: Classical Item Analyses, DIF, Calibration, and Equating for all operational items
- Perform post-equating analysis with production slice data and prepare a report for IDOE
- Receive GRT from Scoring, create DAT files, run QA4IRT tool to perform an independent analysis and to validate IRT scoring
- Red Team review analyses of GRT only
- Perform erasure analysis on the MC items and prepare a report for IDOE
- Complete Technical Report that covers analyses for Operational and pilot data and deliver to IDOE
- Create, QA, and Deliver ItemWin DAT (or similar) files to Publishing
- Form Selection training, specifications, and reviews
- Science pilot test and Cutscore Setting deliverables: Item analysis, DIF, calibration and scaling, linking (if possible) to current ISTEP Science, and full Cutscore Setting
- Applied Skills Pilot (paper/pencil): Item analysis, DIF, and calibration and equating
- Applied Skills Operational Online: Item analysis, DIF, post equating and comparability study of paper/pencil vs. online
- CCSS Transition Online Pilot: Online MC and OE items only based on matrix design, Item analysis, DIF, calibration and scaling, linking (if possible) to current ISTEP+, and design/validate group-level scores only

Comparability Study

Pre-equating has been applied to ISTEP+ using 2009/2010 operational and subsequent field test item parameters.

In 2009/2010, most students participated in paper-pencil administration mode, while a relatively small number of students participated in online administration mode. Further, the 2009/2010 item parameter estimates were based only on the responses from the paper-pencil administration mode. Over the years, there has been an increase in the number of students participating online, and the expectation is the numbers will continue to increase. As such, it is important to evaluate the stability of the item parameters estimated from only paper administrations with assessments for which online administrations are increasing.

Two comparability studies are proposed and included in this scope:

(1) Pre-equating vs. post equating: Comparing the item parameters from the paper-only administration mode used for pre-equating to the item parameters of a post-equating based on the mix-mode (online and on paper) 2012 ISTEP population

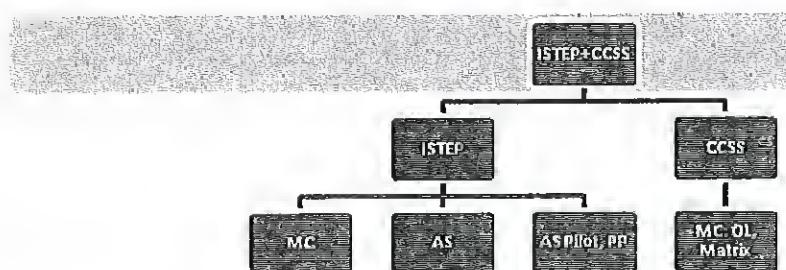
(2) Paper-pencil vs. online: Comparing the 2012 performance of students matched on ability across administration mode

IDOE and CTB can then discuss the results of the studies to determine whether or not the item parameters currently used for the purpose of pre-equating require updating.

Cutscore Setting Workshop (2013 only)

- 3-day Cutscore Setting workshop for Science grades 4 and 6
- Up to 24 educator participants
- Cut score recommendations to the State Board for approval
- Updated performance level descriptions (PLDs - both complete and Student Report version)
- Preliminary Cutscore Setting technical report, approximately 1 week after the workshop is completed
- Final Cutscore Setting technical report

Test Design – General Information



- There are 2 test administrations: one operational test form per grade for Applied Skills and 3 operational test forms per grade (1 original + 2 virtual ONLINE only forms) for Multiple-Choice.
- While the Applied Skills books and the grade 3 Multiple-Choice books are scannable, the grade 4-8 Multiple-Choice books will be non-scannable with scannable answer documents
- All grades will be testing E/LA and Math; Grades 4 and 6 will also be testing Science; and Grades 5 and 7 will also be testing Social Studies
 - Grade 3: E/LA, Math
 - Grade 4: E/LA, Math, Science
 - Grade 5: E/LA, Math, Social Studies
 - Grade 6: E/LA, Math, Science
 - Grade 7: E/LA, Math, Social Studies
 - Grade 8: E/LA, Math

Note: Test sessions will be administered in order: Math, then E/LA, then Social Studies (or Science).

- Spring 2013: About 10% of the total student population will take the Applied Skills test online through the OAS application for the two content areas E/LA and Social Studies, and the remaining 90% will be taking the paper/pencil tests.
- Spring 2014: About 20% of the total student population will take the Applied Skills test online through the OAS application for the two content areas E/LA and Social Studies, and the remaining 80% will be taking the paper/pencil tests.
- Applied Skills Mathematics and Science content areas will be administered 100% in paper/pencil mode only during both the spring 2013 and spring 2014 administrations.
- Spring 2013: At least 65% of the total student population will take all content areas of the Multiple-Choice test online through the OAS application. Blocks of items will be moved to create two fixed virtual forms.
- Spring 2014: At least 80% of the total student population will take all content areas of the Multiple-Choice test online through the OAS application. Blocks of items will be moved to create two fixed virtual forms.
- Build a new online Applied Skills Practice test for each grade level (3-8) in 2013. Reuse these Practice Tests for subsequent administrations.
- Reuse the existing online Multiple-Choice Practice Tests available for each grade level (3-8) in Spring 2013 only. Additional Gridded-Response practice items are to be added to the online Practice Test for grades 6-8.
- The Math Reference Sheet will be perforated in the Multiple-Choice operational books for Grades 6-8 and printed as a separate sheet for Large Print books in Grades 6-8. The Math Reference Sheet is no longer perforated in the Applied Skills test books; it is a separate hand-out.
- The Practice Tests for Grades 3-4 are 2 separate tests as follows: an Applied Skills Practice Test and a Multiple-Choice Practice Test, both of which will be posted online as well as printed for one grade only and shipped to sites.
- There will be a Gridded-Response Practice Test for Grades 6-8, which will be posted online. The Gridded-Response Practice Test will be printed and shipped for one grade only.
- Gridded-Response items for operational tests in Grades 6-8
- Large Print for the operational tests at Grades 3-8 and ancillary materials to include Practice Tests, Reference Sheets, and Manipulatives
- Braille for the operational test at Grades 3-8 and ancillary materials to include Practice Tests, Reference Sheets, and Manipulatives
- CDs are available for Braille (VI), Large Print and IEP students (Large Print and IEP CDs are the same) in Grades 3, 4, and 5. The Braille and Large Print CDs will ship with the materials.
- Applied Skills pilot forms based on Indiana Academic Standards will be administered to a select population for all grades in ELA, Mathematics and Social Studies content areas. These pilot forms will be administered using paper/pencil and online modes. See Attachment E for Applied Skills pilot form design.
- Multiple-Choice pilot forms based on CCSS will be administered to a select population for all grades in ELA and Mathematics content areas only, using the online mode. The Online Multiple-Choice pilot tests will assess and provide a transition to the state's readiness in implementing CCSS and will use CTB-owned CoreLink items. See Attachment F for this CCSS Transition Online pilot form design.

Copyrights/Ownership

- All work for ISTEP+ is custom
- The IDOE owns all items, with the exception of CoreLink items used for the CCSS Transition pilot, which are owned by CTB.

Manufacturing Deliverables

- Enrollment data

- Operational and pilot test books (commodity codes, forms, and quantity by form)
- Test book colors agreed upon between the IDOE and CTB
- Test Coordinator's Manual
- Examiner's Manuals for each grade, 3-8
- Online Examiner's Manual
- Large Print Materials (operational and pilot test)
- Braille Materials (operational only)
- IEP/LP and VI Audio CDs for grades 3, 4, and 5 (number of CDs to be determined, change from one per student to a ratio for each site)
- Print Samples
- Group Information Sheets*
- School/Group Lists*
- Test Coordinator's Kits
- Stack cover cards*
- Bands*
- Posters* (two separate one-sided posters: one for Applied Skills and another for Multiple-Choice; both fulfilled during Applied Skills TCK materials in-site; 8 folds, different outer border color)

* Items shipped in scoring kits

Document and Materials Manufacturing

- Operational Test materials are shrink-wrapped and packaged by 6's and by 12's, with manipulatives. For grades 6-8, Math Reference Sheets will be included in test book packages. All initial shipments will be sent in packages of 6 and 12. CTB will work to exhaust all packages of 12 in initial shipments. TMA shipments will be filled with packages of 6 and 12 (until 12's are exhausted).
- Grades 4-8 MC Answer books will be included in the test book packages, along with manipulatives.
- Pilot test materials are spiraled by Class (or based on Research and IDOE decisions), shrink-wrapped and packaged by 12's (and 6's if needed). Consideration for mixed-mode piloting may be required/determined later.
- Cover Memos and ancillaries will be updated by Program Management and approved by IDOE prior to distribution.
- *All the print quantities noted below in the tables are enrollment counts. Actual print quantities vary, based upon coverage and packaging calculations.*

Table 5 – Printed Materials for Spring 2013

	Applied Skills Test Books (all content areas)	Applied Skills Test Books (Math and Science only)	Applied Skills Book IIs	Multiple-Choice Test Books	Multiple-Choice Answer Books
	100% paper print ¹	10% paper print	100% paper print	35% paper	35% paper
Grade 3	85,000	8,500	33,000 (11 forms)	30,000	NA
Grade 4	85,000	8,500	33,000 (11 forms)	30,000	30,000
Grade 5	85,000	8,500	42,000 (14 forms)	30,000	30,000
Grade 6	85,000	8,500	33,000 (11 forms)	30,000	30,000
Grade 7	85,000	8,500	42,000 (14 forms)	30,000	30,000
Grade 8	85,000	8,500	33,000 (11 forms)	30,000	30,000

¹ Contingency in year-1, printing 100% paper materials for Applied Skills since readiness of student testing online Applied Skills is yet to be determined.

Table 6 – Printed Materials for Spring 2014

	Applied Skills Test Books (all content areas)	Applied Skills Test Books (Math and Science only)	Multiple-Choice Test Books	Multiple-Choice Answer Books
Assumption	80% paper print²	20% paper print²	20% paper	20% paper
Grade 3	68,000	17,000	17,000	NA
Grade 4	68,000	17,000	17,000	17,000
Grade 5	68,000	17,000	17,000	17,000
Grade 6	68,000	17,000	17,000	17,000
Grade 7	68,000	17,000	17,000	17,000
Grade 8	68,000	17,000	17,000	17,000

² Based on readiness studies from 2013, an option to print 100% paper is included in the event online testing for Applied Skills is to be de-scoped.

Table 7 – Braille, LP and Ancillaries for Spring 2013

Item Description	Applied Skills	Applied Skills Book IIs	Multiple-Choice	Comments
Regular Population				
Grade 3-5 IEP/LP CDs	25	10	25	Approx.; based on 2012
Grade 3 Manipulative	85,000	NA	30,000	
Grade 5 Manipulative	85,000	NA	30,000	
Grade 4, 6-8 Manipulative	340,000	NA	120,000	For 4 grades
Grade 6-8 Reference Sheet	255,000	NA	90,000	For 3 grades
Grade 3-4 Practice Test	85,000 and PDF Online	NA	85,000 and PDF Online	Printed only for one grade
Grade 6-8 GR Items Practice Test	NA	NA	85,000 and PDF Online	Printed only for one grade
Guide to Test Interpretation	PDF via INORS			10% changes from year to year
Test Coordinator's Manual	5,000			Ratio of 2 per corporation and 2 per school; exceptions noted in Table 9
Grade 3 Examiner's Manual	9,000			Ratio of 1 EM for every 10 students taking paper/pencil test
Grade 4 Examiner's Manual	9,000			Ratio of 1 EM for every 10 students taking paper/pencil test
Grade 5 Examiner's Manual	9,000			Ratio of 1 EM for every 10 students taking paper/pencil test
Grade 6 Examiner's Manual	9,000			Ratio of 1 EM for every 10 students taking paper/pencil test
Grade 7 Examiner's Manual	9,000			Ratio of 1 EM for every 10 students taking paper/pencil test
Grade 8 Examiner's Manual	9,000			Ratio of 1 EM for every 10 students taking paper/pencil test
Applied Skills Online Examiner's Manual	2,000			All grades combined; ratio of 1 EM for every 10 students taking AS online test
Multiple-Choice Online Examiner's Manual	45,000			All grades combined; ratio of 1 EM for every 10 students taking MC online test
Stack Cover Cards	Stack Cover Cards and Paper Bands are supplied at a ratio of 1 set of 12 cards and 24 bands per 150 students at all grades. Additional sets of 24 bands only will be available through TMA.			
Paper Bands				

Item Description	Applied Skills	Applied Skills Book IIs	Multiple-Choice	Comments
Posters	2,500	NA	2,500	Posters are supplied at a ratio of 1 per corporation and 1 per school. Additional posters will be available through TMA.
SGL		3 per school		
GIS		1 per 8 students		
Return Shipping Labels		Corp level: 1 plus 1 per 1000 students School level: 1 plus 1 per 50 - 75 students		
Cartons				
Braille Materials				
Grade 3-5 V1 CDs	60	NA	60	
Grade 3 Manipulative	20	NA	20	
Grade 5 Manipulative	20	NA	20	
Grade 4, 6-8 Manipulative	80	NA	80	
Grade 6-8 Reference Sheet	60	NA	60	
Grade 3-4 Practice Test	30	NA	30	
Grade 6-8 GR Items Practice Test	NA	NA	60	
Large Print Materials				
Grade 3 Manipulative	100	NA	100	
Grade 5 Manipulative	100	NA	100	
Grade 4, 6-8 Manipulative	400	NA	400	
Grade 6-8 Reference Sheet	300	NA	300	
Grade 3-4 Practice Test	100	NA	100	
Grade 6-8 GR Items Practice Test	NA	NA	300	

Table 8 – Braille, LP and Ancillaries for Spring 2014

Item Description	Applied Skills	Applied Skills Book IIs	Multiple-Choice	Comments
Regular Population				
Grade 3-5 IEP/LP CDs	25	10	25	Approx.; based on 2012
Grade 3 Manipulative	68,000	NA	17,000	
Grade 5 Manipulative	68,000	NA	17,000	
Grade 4, 6-8 Manipulative	275,000	NA	68,000	For 4 grades
Grade 6-8 Reference Sheet	205,000	NA	51,000	For 3 grades
Grade 3-4 Practice Test	85,000 and PDF Online	NA	85,000 and PDF Online	Printed for one grade only
Grade 6-8 GR Items Practice Test	NA	NA	85,000 and PDF Online	Printed for one grade only
Guide to Test Interpretation		PDF via INORS		10% changes from year to year
Test Coordinator's Manual		5,000		Ratio of 2 per corporation and 2 per school; exceptions noted in Table 9
Grade 3 Examiner's Manual		9,000		Ratio of 1 EM for every 10 students taking paper/pencil test
Grade 4 Examiner's Manual		9,000		Ratio of 1 EM for every 10 students taking paper/pencil test
Grade 5 Examiner's Manual		9,000		Ratio of 1 EM for every 10 students taking paper/pencil test

Item Description	Applied Skills	Applied Skills Book IIs	Multiple-Choice	Comments
Grade 6 Examiner's Manual		9,000		Ratio of 1 EM for every 10 students taking paper/pencil test
Grade 7 Examiner's Manual		9,000		Ratio of 1 EM for every 10 students taking paper/pencil test
Grade 8 Examiner's Manual		9,000		Ratio of 1 EM for every 10 students taking paper/pencil test
Applied Skills Online Examiner's Manual		4,000		All grades combined; ratio of 1 EM for every 10 students taking AS online test
Multiple-Choice Online Examiner's Manual		53,000		All grades combined; ratio of 1 EM for every 10 students taking MC online test
Stack Cover Cards	Stack Cover Cards and Paper Bands are supplied at a ratio of 1 set of 12 cards and 24 bands per 150 students at all grades. Additional sets of 24 bands only will be available through TMA.			
Paper Bands				
Posters	2,500	NA	2,500	Posters are supplied at a ratio of 1 per corporation and 1 per school. Additional posters will be available through TMA.
SGL	3 per school			
GIS	1 per 8 students			
Return Shipping Labels	Corp level: 1 plus 1 per 1000 students School level: 1 plus 1 per 50 - 75 students			
Cartons				
Braille Materials				
Grade 3-5 VI CDs	60	NA	60	
Grade 3 Manipulative	20	NA	20	
Grade 5 Manipulative	20	NA	20	
Grade 4, 6-8 Manipulative	80	NA	80	
Grade 6-8 Reference Sheet	60	NA	60	
Grade 3-4 Practice Test	30	NA	30	
Grade 6-8 GR Items Practice Test	NA	NA	60	
Large Print Materials				
Grade 3 Manipulative	100	NA	100	
Grade 5 Manipulative	100	NA	100	
Grade 4, 6-8 Manipulative	400	NA	400	
Grade 6-8 Reference Sheet	300	NA	300	
Grade 3-4 Practice Test	100	NA	100	
Grade 6-8 GR Items Practice Test	NA	NA	300	

Table 9 – Test Coordinator's Manual Quantities for Large Corporations

NAME	Corp#	# of TCMs	NAME	Corp#	# of TCMs
INDIANAPOLIS PUBLIC SCHOOLS	5385	50	CLARK-PLEASANT COM SCHOOL CO	4145	5
FORT WAYNE COMMUNITY SCHOOLS	0235	20	CENTER GROVE COM SCH CORP	4205	5
HAMILTON SOUTHEASTERN SCHOOL	3005	20	WARSAW COMMUNITY SCHOOLS	4415	5
SOUTH BEND COMMUNITY SCH COR	7205	20	MERRILLVILLE COMMUNITY SCHOO	4600	5
EVANSVILLE VANDERBURGH SCH C	7995	20	LAKE CENTRAL SCHOOL CORP	4615	5
DISTRICT – INDIANAPOLIS	9200	20	CROWN POINT COMMUNITY SCH CO	4660	5
GREATER CLARK COUNTY SCHOOLS	1010	10	GARY COMMUNITY SCHOOL CORP	4690	5
ELKHART COMMUNITY SCHOOLS	2305	10	MICHIGAN CITY AREA SCHOOLS	4925	5

NAME	Corp#	# of TCMs	NAME	Corp#	# of TCMs
NEW ALBANY-FLOYD CO CON SCH	2400	10	LAPORTE COMMUNITY SCHOOL COR	4945	5
CARMEL CLAY SCHOOLS	3060	10	ANDERSON COMMUNITY SCHOOL CO	5275	5
SCHOOL CITY OF HAMMOND	4710	10	M S D DECATUR TOWNSHIP	5300	5
M S D LAWRENCE TOWNSHIP	5330	10	FRANKLIN TOWNSHIP COM SCH CO	5310	5
M S D PERRY TOWNSHIP	5340	10	M S D WASHINGTON TOWNSHIP	5370	5
M S D PIKE TOWNSHIP	5350	10	MONROE COUNTY COM SCH CORP	5740	5
M S D WARREN TOWNSHIP	5360	10	MS D MARTINSVILLE SCHOOLS	5925	5
M S D WAYNE TOWNSHIP	5375	10	DUNELAND SCHOOL CORPORATION	6470	5
TIPPECANOE SCHOOL CORP	7865	10	PORTAGE TOWNSHIP SCHOOLS	6550	5
VIGO COUNTY SCHOOL CORP	8030	10	VALPARAISO COMMUNITY SCHOOLS	6560	5
DISTRICT - FT W SO BEND	9220	10	PENN-HARRIS-MADISON SCH CORP	7175	5
M S D SOUTHWEST ALLEN COUNTY	0125	5	LAFAYETTE SCHOOL CORPORATION	7855	5
NORTHWEST ALLEN COUNTY SCHO	0225	5	WARRICK COUNTY SCHOOL CORP	8130	5
EAST ALLEN COUNTY SCHOOLS	0255	5	NON PUBLIC SCHOOLS LISTING	8888	5
BARTHOLOMEW CON SCHOOL CORP	0365	5	DISTRICT - GARY	9205	5
ZIONSVILLE COMMUNITY SCHOOLS	0630	5	DISTRICT - EVANSVILLE	9215	5
MUNCIE COMMUNITY SCHOOLS	1970	5	DISTRICT - LUTHERAN	9230	5
GOSHEN COMMUNITY SCHOOLS	2315	5			
WESTFIELD-WASHINGTON SCHOOLS	3030	5			
NOBLESVILLE SCHOOLS	3070	5			
BROWNSBURG COMMUNITY SCH COR	3305	5			
AVON COMMUNITY SCHOOL CORP	3315	5			
KOKOMO-CENTER TWP CON SCH CO	3500	5			
HUNTINGTON CO COM SCH CORP	3625	5			

Enrollment, Fulfillment, and Delivery

- Prepare Fulfillment/Traffic Specifications
- Assist with the Enrollment process
- Fulfillment will receive an enrollment file from the IDOE with student enrollments by corporation, school, and grade.
- The Enrollment File will need validation from the IDOE regarding updates and discrepancies.
- In addition to the Enrollment File, the IDOE needs to provide a list of reconfigured, closed, newly opened, and renamed schools.
- Any changes to the Enrollment File by the IDOE after the final Variance Review could cause delay in material deliveries. These late deliveries are not subject to liquidated damages.
- Use Research-provided pilot site selection for fulfillment and delivery of pilot materials
- Materials packaged by corporation, school, nonpublic school, charter school, and choice school
- Order Forms for enrollment collection for Large Print, Braille, and audio CD's can be found on the <www.ctb.com/istep> webpage for online ordering through the CTB Help Desk.¹
- Enrollment contacts at IDOE are Michele Walker and Charity Flores.
- Packing Lists are to be used with all shipments.

¹ Ordering process will be revisited with IDOE for 2013 and 2014 administration years

Web-Enabled Services Deliverables

Portal Page (www.ctb.com/istep)

- Unsecured program portal page for educator access

- Portal customized for organizing materials by user-group types (Test Coordinators, Tech Coordinators, etc).
- Single point of access for all ISTEP+ related communication and support materials to educators

ISTEP+ Online Forum

- Secured web-based community forum for educators
- Educators register and create accounts themselves.
- CTB maintains and moderates the community forum; posts materials and messages, as needed for the ISTEP+ administration.

Experience ISTEP+ Online

- Unsecured web-based instructional and practice tool for ISTEP+ Online
- Will mimic all online tools available for students during operational testing
- Tool to provide instructional and practice opportunities for both Applied Skills and Multiple-Choice tests, using items from the Practice Test and released Indiana item pool.

Single Sign-on (SSO) User Accounts

- Generate a single user-account for each of the State, Corporation, and School Coordinators/users to access all web-enabled applications
- Enable access to all educator facing web applications - ctb.com, Acuity, Indiana Online Reporting System (INORS), and Online Assessment System (ISTEP+ Online or OAS) - with the use of these SSO accounts
- Exceptions:
 - o Teacher accounts are not in scope for SSO account creation. Individual teacher accounts for access to Acuity and INORS will continue to be created and maintained outside of SSO credentials.
 - o SSO accounts do not apply for the Parent/Network (PN). PN will have accounts created for parents and educators outside of the SSO user database.
 - o SSO accounts do not apply for the ISTEP+ Online Forum. Educators can request and gain access to the ISTEP+ Online forum, and these accounts are outside of the SSO user database.
- CTB/Indiana Help desk can issue a new username/password.

Online Short/Adds (TMA)

- Secured application, entry will be permitted to test coordinators only with their SSO accounts
- Two TMA administration windows for each administration year will be created and supported, one for Applied Skills and another for Multiple-Choice.
- Cover memos, user guides and recorded webinars will be provided by CTB.
- The customer will determine the messages posted in the message box.
- TMA must include the functionality of ordering Braille and Large Print materials for nonpublic, charter, and choice schools.

Secure File Transfer

- For educators: Secured access using SSO accounts to Secure File Sharing Location (ISOFT)
- For secured data/document handoff between IDOE and CTB, a secured file sharing application tool will be made available by CTB, along with user-accounts for IDOE staff.

Shipping Service

- Shipping Mode: Freight Carrier or UPS Ground service based on shipment size for efficiency (unless contract delivery in-site date cannot be met) for the material deliveries to corporations, nonpublic schools, charter schools, and choice schools
- CTB Navigator-Online scheduling system (TACS) will NOT be used.
- Return Label Color coding will be discussed with IDOE and agreed upon per recommendations from the Scoring Team.
- Pilot and Validation school corporations will be picked up early for both Applied Skills and Multiple-Choice test administrations.
- Langham Logistics is the carrier for pick-up of ALL materials (exception: sites calling).
- Langham Logistics delivers Applied Skills and Multiple-Choice materials to most corps (criteria is corporation size and/or # of boxes), and UPS delivers the rest.
- All TCKs, OEMs and score reports are shipped via UPS.

Online Assessment System (OAS)

- See Attachment B for detailed OAS scope information
- All product functionalities/tools implemented in Spring 2012 will be supported.
- Additional changes based on user-feedback received will be reviewed with IDOE and scope changes will be reviewed through change control process.

Software Application Customization

- Prepare Technology Specifications, scoring and reporting business rules, and mockups, including data file layouts
- Develop image program for scanning new test forms and handoff image PDF files to online reporting systems
- Develop Pre-Id data load and barcode label print programs for both Applied Skills and Multiple-Choice tests
- Develop Edit/Raw Score programs for operational and pilot test forms
- Develop Handscoring programs for scoring the Applied Skills tests
- Develop Scoring and Reporting programs for new test forms, including functionality related to the match-merge for two Applied Skills books and then with the Multiple-Choice tests
- Develop reporting programs to split report Science content area from the rest during Spring 2013 due to Cutscore setting activity for Science
- Develop biographic (RES) update and unmatched resolution update programs to update STN and demographic updates received from IDOE
- Develop pre-id extract functionalities to online and reporting sub-systems
- Load and QA final scoring tables and items contributing to final operational scale score
- Prepare for and attend Red Team Review
- Prepare for and lead Test Deck review with IDOE
- Work with the Indiana Online Reporting System (INORS) and Parent Network (PN) components and provide all data handoffs necessary to enable those systems to report ISTEP+ data
- Develop and setup EHS rescore functionality and custom EHS reports

Scoring Deliverables

Prework Requirements

- Prework required
- Precode Group Information Sheet (GIS)
- School/Group List (SGL)
- Return Box Labels

Yes No
 Yes No
 Yes No
 Yes No

- Student Barcode Labels and Student Rosters Yes No

Precode Barcode

- Specific information regarding barcodes will be provided in the Technology Specifications.
- Barcodes will be provided for both the 2013 and 2014 test administrations in 2 phases. Edit software will be used. The barcodes are sorted using the “file in-file out” method. One copy of the roster is sent to the schools. CTB will use the label design that has been previously approved by the IDOE.
- A sample barcode file will be sent from the IDOE to Scoring approximately 10 days before the scheduled delivery date of the Phase 1 barcode file for a QA check to make sure the format of the data is correct.
- Barcode Phases:
 - Phase 1 – All Applied Skills student population (mid-January)
 - Phase 2 – New/moved students for Multiple-Choice (mid-March)
- CTB will run Frequency Distribution on both Pre-ID Phase 1 & 2 files, and results will be provided to IDOE for review and approval prior to generating barcode label print.
- Print one set of labels for all students in Phase 1
- Print one additional set of labels for all students combined (phase 1 and phase 2) to place in MC TCK
- Shipment will be sent to the corporation (and nonpublic schools) prior to each administration and will include 2 labels for each student.

Ancillary Systems

- There are multiple master hierarchy files used (public school corporations, nonpublic schools, charter schools, and choice schools) for the ISTEP+ program. The files will contain the following information:
 - Corporation number and school number
 - Flag indicating that all schools are public (any private schools)
 - Flag indicating participating schools
 - Corporation name and address (short names)
 - Enrollment per grade by site
 - School name and address (short names)
 - Contact person name at the school
 - Phone number of contact person

Document Processing

- Scoring will prepare detailed specifications for all phases of Production Processing, completeness checks, data verifications, and Reports Generation.
- **Prework:** Fulfillment will deliver the Master Hierarchy file number to Scoring. Scoring will load and review the Master Hierarchy file and compare to previous year's data and report discrepancies and any variances noted to Program Management.
- Scoring will set up Organization testing programs and build a hierarchy for processing, scoring and reporting.
- Scoring will lock down Mainframe Prework: Tracking records, school/group list application, stack headers and prework print on demand for document processing prior to the Applied Skills receiving window
- During pre-processing window, 2 sets of Test Coordinator Kits will be delivered: one for the Applied Skills delivered prior to testing window, and a separate set for Multiple Choice shipped prior to the Multiple-Choice testing window. Scoring Test Coordinator Kits will include TCK Cover memo, SGL, GIS, Return box labels, Student Barcode labels, Barcode Rosters, Test Coordinator's Manuals, Stack cover cards, Bands and Posters. No TCM or Posters will be included in the Multiple-Choice TCKs.
- IDOE will provide 1 sample file and two phases of Student Barcode files to CTB. A Frequency distribution report will be run on each phase with output provided to the IDOE. Phase 1 files will be printed and delivered with Applied Skills TCK #1. The phase 2 barcode file will only consist of new or move-in students who were not included in the first file. A complete set of all students' barcodes labels from Phases 1 and 2 will be generated and reprinted to be delivered with the Multiple-Choice TCK #2.

- Scoring will provide Technology with Student Master File after each phase for mainframe deployment prior to the Applied Skills scanning and again prior to Multiple-Choice production.
- Provide OAS group with extract files for corps/schools testing online. (Used to set up hierarchy for Multiple-Choice online testing)
- **User Acceptance Testing:** Internal CTB Applied Skills scoring test deck processed through DPC and Handscoring for user acceptance testing to ensure front-end and backend software applications are functioning as intended. Internal Multiple-Choice test deck processed through DPC for user acceptance testing, as well.
- IDOE test deck through front-end, after final Production software is released
- **Production Processing:** Unique op units will be assigned for the processing of the Validation sample, Pilot Sample, Operational and Multiple Choice data coming from OAS.
- **Applied Skills:**
 - Applied Skills Pilot Book II data will be processed on a separate track and Research will obtain data through the RPU process.
 - Upon retrieval of Applied Skills, material will be received and logged in, images scanned and data edited through WinScore and items hand-scored through EHS system.
 - After export, bio data will bridge to the mainframe.
 - Scoring will verify completeness using the Monarch system.
 - The match merge process will be triggered by the bridging of Applied Skills data for students taking certain parts online and other parts paper/pencil.
 - After Applied Skills data are complete through the Handscoring system, scored CR items will be exported from EHS and Op units FTP'd to the mainframe and Scores loaded to EISS.
 - **Image Print Rollup:** Development will work with Technology to pre-identify image print page specifications.
 - Scoring will verify corporation completeness for image print roll-up and will report problematic issues to Technology for clean-up. After each corporation is completed through Scanning and all their op units export from WinScore, student images go through book rollup process. A validation check is performed against the number of books exported from WinScore as compared to the number of books in the book rollup summary report. Images automatically FTP to holding site using a paperless image print solution for the INORS and Parent Network systems.
- **STN and Demographic updates:** Provide IDOE with Extract file for STN and demographic updates for resolution
 - Provide Applied Skills Duplicate File to IDOE for resolution
 - Provide IDOE with List of Late Cases received after cutoff date
 - Bio Extract files are delivered to Parent Network for generation of Invitation Code letters.
- **Data Completion:** All discrepant Op units are reviewed and researched. Customer is sent email notifications of all unresolved cases count discrepancies. A stand alone match merge is run after final data clean-up prior to Multiple-Choice processing.
- **Multiple-Choice Production Processing:**
 - CCSS Transition Online pilot data from online systems will also be processed on a separate track, and Research will obtain data through the RPU process and match data with Applied Skills.
 - Upon retrieval of Multiple-Choice, answer documents will be received, logged in, scanned, and scored and data edited through WinScore and exported to the Mainframe.
 - Multiple-Choice Validation Sample will be prioritized for Research.
 - The match merge process will be triggered by the bridging of Multiple-Choice data.
 - After Applied Skills and Multiple-Choice clean-up/match merge, Scoring will deliver Matched Validation data to Research in GRT format using final tables.
 - After all Operational scoring and match merge is complete, a final GRF and reports for Red Team Review will be provided to Technology and Research.
 - Participate in Red Team Review. After Red Team is approved by IDOE and final sign-off is received, reports are produced and released in 5 phases (see reports generation section for details),

- Unscannable Image Print: Unscannable documents (to include Applied Skills Large Print books and computer-generated responses) are printed and shipped to corporations/schools for review prior to the rescore window.

Handscoring: Operational scoring

- For the Operational test in Grades 3-8, the 5% sample for 2nd reads is for research purposes and will be read to resolution.
- Handscoring will not be prioritizing a Validation sample during the operational scoring window.
- Condition Codes will be scored by evaluators with approval from an expert evaluator:
A = Blank/no response
B = Illegible/unable to score
C = Written predominantly in language other than English/unable to score
D = Insufficient response/unable to score/copies from text
E = Response not related to test question or scoring rule
NOTE: All condition codes convert to 0 points obtained
- Condition Codes
 - Multiple-part items cannot receive a condition code and a score with the exception of condition code E (Off topic/Response not related to test question or scoring rule for E/LA, Writing, Social Studies and Science only). Social Studies condition codes will be the same as ELA and science condition codes, i.e., A-E. For ELA, a student can receive condition code E for WA and a score for LC.
 - Applicable condition codes for Math will be A-D. All math items will receive 2 scores. Math items cannot receive different condition codes for each part of the same item.
- If an evaluator is released for failing to maintain standards, the IDOE and CTB will discuss whether his/her reads for a particular RIB will be reset back to the time at which the evaluator fell below standards or reset back to the beginning.
- If a student completely erased his/her response, a condition code A will be assigned. If there is an incomplete erasure, the evaluator will assign a score based upon the non-erased section.
- Image Printing Systems are used.
- 1-item RIBS
- All CR items will be scored using a holistic rubric except for Science and Social Studies.
- All scoring will be done at the CTB site in Indianapolis. (Any changes to the site will be communicated to and approved by the IDOE.)

Handscoring: Pilot scoring

- The Handscoring team will facilitate an Anchor Review meeting with IDOE and develop training materials for scoring pilot forms.
- The Handscoring team will handscore pilot data after IDOE's review and approval of the TMRM CD.
- New anchor/training materials will be prepared for pilot items that were edited. This is necessary because of changes in what is being asked of the students.

Rescore Process

- The INORS team will load students into the INORS system.
- Images will be available in the INORS system.
- Undetermined Student Reports will be online. Parents must initiate the rescore request process. Teacher will submit request. Rescore requests will be made on line.
- The INORS team will provide the rescore file from the INORS system, which will be uploaded to EHS.
- Experienced Handscoring Evaluators will review training papers and take a qualification round. After successfully qualifying, evaluators will perform a blind read of the items to be rescored. After completing the blind read, any scoring disagreements between the students' reported score and the blind rescore will be identified and submitted to the content area Supervisor(s) for review.
- The content area Supervisor(s) will conduct an in-depth analysis of all the items in which there is a scoring disagreement. After reviewing and analyzing student response(s), the content area Supervisor(s) will assign

final scores to all contested items. If this score differs from the student's reported score, the Supervisor(s) will enter a new score and document the reason for the error and assign one of the eight (8) codes for rescore.

- Rescore data will be exported from EHS and scores loaded and QA'd.
- Report of Rescoring will be Red-Teamed and approved for print.
- Scoring will generate and print the Report of Rescoring for all students whose scores have been changed during the rescore period. Only students with score changes will receive new Student Reports and Student labels.
- Post rescore files will be delivered to the INORS and Parent Network teams.
- Updated e-files to IDOE
- Phase 5 cleanup and reporting window added to accommodate late issues of concern

Report Generation and Delivery

- The reports and electronic file deliverables are as listed in the below Table 10.
- Spring 2013: Due to Science Cutscore Setting, reports in 2013 will be split into two rounds: one for E/LA, Mathematics and Social Studies following the expedited reporting TAT; and the other, including Science scores, later in the summer.
- Spring 2014: Reports for all content areas will be reported together, following the expedited reporting TAT.
- CCSS Transition Online test-based reports will not follow the expedited reporting TAT. These reports will be generated and released once after all of the Research analysis is completed in the summer, and the IDOE has approved the release of these reports to educators.

Table 10 – Reports and Electronic Files Matrix

Report Name	Grd	ID	Mode	Paper Copy	INORS PDF	INORS Online	Parent Network
Academic Standards Frequency Distribution	All	STFD	St, P			X	
Academic Standards Summary	All	ESSM	St, P			X	
Applied Skills Frequency Distribution	All	ASFD	St, P, S			X	
Class Academic Standards Report	All	CPR	C			X	
Class Proficiency Grouping Report	All	CPGR	C			X	
Disaggregation Summary Report	All	SDSA (DISA)	St, P, S			X	
Group Academic Standards Summary	All	GESS	St, P			X	
Invitation Code Letters	All	NA	S	X	X		X
ISTEP+ Student Report	All	ISR	S	X			
ISTEP+ Student Report	All	ISR	C		X		X
Image PDF of Student Responses	All	NA	C		X		X
Perfect Scores Report	All	PFSR	St	X			

Report Name	Grd	ID	Mode	Paper Copy	INORS PDF	INORS Online	Parent Network
Proficiency Performance Summary	All	SPPR	St, P, S			X	
Proficiency Roster	All	PPR	C,S			X	
Report of Rescoring	All	NA	P				
Rescore Request Form	All	RRF	S			X	
Rescore Request Log	All	NA	St, P, S			X	
Student Label	All	LBL	S	X			
Undetermined Status Roster	All	UDTR	S			X	

Legend: St = State, P = Corporation, S = School, C = Class

File Name	Grd	ID	Mode	File Type	Delivered to	Delivered Via	Comments
Disaggregation File (and layout)	All	e-DISA	St, P, S	.dat	State	TeamSite	
General Research Tape/File (and layout) – corporation version	All	GRT/GRF	S	Comma delimited (.csv)	Corp. School	INORS	
General Research Tape/File (and layout) – state version	All	GRT/GRF	C	text	State	TeamSite	
Invalid STN and RES Update File (combined)	All	NA	NA	Excel (.xls)	State	TeamSite	
Invitation Codes File (and layout)	All	NA	S	Comma delimited (.csv)	Corp School	INORS	
Media File (and layout)	All	MEDR	S	.dat	State	TeamSite	
Summary File (and layout)	All	SUMT	St, P, S	.dat	State	TeamSite	
Unmatched Resolution File	All	NA	NA	Excel (.xls)	State	TeamSite	

Legend: St = State, P = Corporation, S = School, C = Class

Table 11 – CCSS based Transition Reports

Report Name	Grd	ID	Mode	Paper Copy	INORS PDF	INORS Online	Parent Network
Group Report 1	All		St		X		
Group Report 2	All		P, S		X		

Legend: St = State, P = Corporation, S = School, C = Class

Delivery of Score Reports

CTB will deliver Phase 1 reports through INORS and Parent Network within five days of receipt of the final Multiple-Choice answer documents from the Indiana corporations to the Indianapolis Scoring Site. The five-day reporting schedule is dependent upon pre-equating of the ISTEP+ test forms. Prior to release of results, CTB will present IDOE with a longitudinal review of pre-equated results. Turnaround time for reporting is also dependent upon the state of documents and data received from corporations and schools and data clean-up protocols agreed-upon by the IDOE and CTB. Factors that will impact the five-day turnaround time include:

- Less than 65% of students taking ISTEP+ Multiple-Choice online through OAS
- A decision by the IDOE to not use pre-equated results
- Unanticipated test materials or data, outside of the control of CTB, that would impact processing

The following are some factors that may impact the five-day turnaround for individuals or groups of students. Program Management will contact the IDOE within 12 hours if any documents received fail to meet CTB's basic processing standards and discuss a process of resolution agreeable to both parties.

- Barcode to Biographic discrepancies - Written name does not match affixed barcode label or incorrect label affixed to the student document
- No STN numbers or incorrectly code STNs for students with no barcode labels
- Used wrong pencil type/student writing too light - Multiple-Choice responses would not be picked up
- Students tested in ink - creates undetermined situations which generate customer queries
- Procedures not followed for handling, packaging, and return of non-standard documents - Large Print, computer-generated, and Braille - creates undetermined situations which generate customer queries:
 - Non-standard documents are not listed on the SGL in the comment section.
 - NSR is not indicated in the response section of the Applied Skills books.
 - YES bubble is not bubbled for computer-generated responses.
 - Pastel color not used for computer-generated responses - removes ease of detection
 - Braille students returned with regular population instead of separately or partial material sent back as Braille - on search mission to locate documents, which introduces duplicate records
 - Late return of Braille - reverse translation can be affected
 - Note: Issues not discovered will be addressed during the customer query phase (during the rescore window).
- Unreported issues or problems not flagged that are related to processing:
 - Student tested in 2 books
 - Students tested in each other's books
 - Ripped, torn, or missing pages
 - Wet, damaged, or contaminated materials not properly noted or packaged
- Manipulative, staples, loose pages, or scratch paper left in booklets
- Improper packaging of material:
 - SGL not in Box 1 of each school
 - Stack cover cards not numbered correctly
 - Placing the GIS under the wrong stack cover card
 - Boxes not numbered properly by school by corporation
 - Scorable and non-scoreable documents mixed together in the same box
 - Using custom boxes to return shelf or ILEPA material
- Materials sent for additional (unexpected) schools which were not in the database
- Late return of test materials received after the established cut-off dates
- Placing the wrong color return label on the box:
 - Scorable materials packaged in blue label boxes
 - Unused materials packaged with scorable materials
 - Not properly labeling "Do Not Score" material

- Placing "Do Not Score" material with live scorable materials
- Incomplete shipments of returned test materials
- Missing expected school(s)
- Photocopied scannable documents:
 - Test booklets
 - Group Information Sheets
- SGL – GIS mismatches: SGL does not match the GIS 100%; SGL data does not match scanned data:
 - Teacher name, grade, and student count
 - Altered school name, school number, and corporation number
 - Case count discrepancies - SGL and GIS do not match
- No SGL/no GIS received for processing
- Additional groups received but not listed on the SGL; teachers listed but not received; multiple groups listed but only 1 group received; one group listed and multiple groups received
- Students switching from online to paper/pencil and vice-versa, resulting in duplicate records

In the event that these or other factors affect the reporting turnaround time, CTB will negotiate in good faith with the IDOE to deliver reports as soon as possible given conditions for each administration.

Other Statewide Reports to IDOE

Erasure Analysis Reports

- Research will analyze the Multiple-Choice erasures (both paper/pencil and online) and create an Erasure report for the IDOE. The report will be delivered approximately 2 months after report delivery for each administration. Specific dates will be determined in consultation with the IDOE.

Impact Data Reports

- Research will analyze the validation student population data and generate an impact data report for the IDOE. This analysis encompasses a longitudinal analysis of statewide data using pre-equated parameters, based on the validation student population. A review of the impact data report and IDOE sign-off is on the critical path with the 5-day TAT and delays with a sign-off will result in report launch dates being pushed out. Scoring and reports processing will NOT begin until the signoff is received from IDOE.

Technical Reports

- The Operational Technical Reports will be provided to the IDOE approximately 3 months after report delivery for each administration. Specific dates are yet to be determined.

Error Report

- On a monthly basis, Program Management will collect data from all regions about the number and type of errors that have occurred on custom programs in the following categories. This information will be presented to the IDOE on a quarterly basis verbally without identifying the name of the custom programs involved. If the IDOE has any specific concerns that are not addressed by the explanation provided by CTB, CTB will request permission from the customer in question to provide contact information to the IDOE. The IDOE will sign a statement acknowledging the receipt of each verbal report.
- **Test Content:** A Test Content Error is defined as the inclusion of incorrect or inappropriate item(s) in an assessment, such that the validity or reliability of the assessment was affected, and correction of which caused significant delay of the program and/or resulted in public comment.
- **Test Materials Production:** A Test Materials Production Error is defined as an error in printing, such as incorrect pages or missing pages that affected the validity of the assessment or correction of which caused significant delay in production, such that the testing was jeopardized and/or resulted in public comment.

- **Test Materials Delivery:** A Test Materials Delivery Error is defined as an error in packaging, spiraling of booklets, or an error in the delivery of booklets that significantly affected the validity of the assessment or delayed the testing dates and/or resulted in public comment.
- **Incorrect Information:** Incorrect Information is defined as information that is printed in an assessment report that includes incorrect scores on student documents, incorrect school, corporation and/or state data and/or resulted in public comment. The cause of these incorrect scores must be found to be a result of errors internal to CTB and not as a result of school, corporation or state actions or failure to act.
- **Delay in Report Delivery:** Delay in Report Delivery is defined as unapproved late delivery of reports that significantly affect a school, corporation, or the state's ability to meet internal and external deadlines and/or resulted in public comment.

Document Retention

- Used test materials will be retained as noted in the table below until approval is given by the IDOE.
- Unused test materials will be retained as noted in the table below until approval is given by the IDOE.
- DO NOT SCORE material should be separated from inventory material and retained with Operational and used data until approval is given by the IDOE.
- Used materials will be retrieved upon request.
- Written authorization from the IDOE is required prior to destruction.
- Approval from the IDOE is required for all document destruction based on the following schedule:

Grade	Material	Retention Time
3, 4, 5, 6, 7, 8	Operational – used + Do Not Score documents	One year
3, 4, 5, 6, 7, 8	Non-consumable and unused materials	6 months
3, 4, 5, 6, 7, 8	Unfulfilled materials (left at vendor)	30 days after test window close

CTB/Indiana Help Desk

- Times available: M-F 7:30 a.m. to 5:00 p.m. EST
- Accepts and processes calls for short/adds
- Accepts and processes calls for Large Print and Braille materials and updates spreadsheet
- Accepts and processes calls for scoring issues, reports issues, and material shipments
- Accepts and processes calls for all activities relating to online testing – Registration and Technology Survey, Site Readiness and setup, Coordinator Trainings, Practice testing, Operational testing and post-operational testing
- Makes customer calls for information needed
- Provides updates for the weekly ISTEP+ team status report
- Creates WebEx training recordings

Attachments

- For additional information please reference the attachments listed:
 - Attachment A – Program Milestones and Critical Dates
 - Attachment B – OAS Work Plan
 - Attachment C – INORS Work Plan
 - Attachment D – The Parent Network Work Plan
 - Attachment E – Operational and Pilot Test Design and Development Specifications
 - Attachment F – CCSS Transition Online Pilot Test Design and Development Specifications

ATTACHMENT A**To Exhibit E
Program Milestones**

The following, with the exception of the test windows, are tentative critical dates for Work Scope hereunder. Key Deliverables that are subject to Liquidated Damages are indicated with a dollar sign (\$). The tentative dates below are based on the original scope of work for the contract extension which does not include any adjustments that may be necessary for sell-up options chosen by the IDOE. The parties agree to negotiate all tentative dates during the initial planning meetings for that contract year and to update or revise the dates in accordance with Paragraph 8 "Changes in Work" of the Contract.

Program Deliverables	2013	2014
Applied Skills Test Materials In-site \$	2/15/13	2/14/14
Applied Skills Test Window	3/4/13 - 3/13/13	3/3/14 - 3/12/14
Multiple-Choice Test Materials In-site \$	4/13/13	4/11/14
Multiple-Choice Test Window	4/29/13 – 5/8/13	4/28/14 – 5/7/14
Multiple-Choice Online Test Window \$	4/29/13 - 5/10/13	4/28/14 - 5/9/14
INORS Live (Phase 1) \$	5/24/13	5/23/14
Image Print Live (Phase 1) \$	5/24/13	5/23/14
Parent Network Live (Phase 1) \$	5/24/13	5/23/14
Student Reports In-Site (Phase 2)	6/7/13	6/6/14
Student Report Labels in-site (Phase 2)	6/7/13	6/6/14
INORS Summaries Live (Phase 3)	6/7/13	6/6/14
Post-Rescore Reports Live (Phase 4)	7/19/13	7/18/14
Post-Cleanup Reports Live (Phase 5)	9/16/13	9/15/14

ATTACHMENT B

To Exhibit E ISTEP+ Online Assessments Work Plan

CTB will provide ISTEP+ assessment in both paper and online modes for English/Language Arts and Mathematics in Grades 3-8, Science in Grades 4 and 6, and Social Studies in Grades 5 and 7.

Online Test Administration Parameters

Changes from the previous year / contract:

- As of September 2011, the customer-mandated online testing for all schools for at least the two highest grade levels provided the technology and bandwidth supports.
- The mandate will drive an increase in the online testing population to at least 350,000 students across the 6 grade levels.
- It is anticipated that portions of the Applied Skills assessment will be administered online in Spring 2013 and Spring 2014. A final decision will be made based on the outcome and information that is available from the Spring 2012 Applied Skills Online pilot.

Constraints

1. The CTB online testing capacity set aside for Indiana is for up to 70,000 simultaneous non-accommodated students. Up to 5% of the students testing online in Indiana are expected to use the Text Reader accommodation.
2. Participation is contingent upon schools/corporations meeting minimum hardware and software and network requirements.
3. Site Readiness reviews can only be conducted during school operating days and hours.
4. Scheduled holidays, institute days, staff development days, and school- and/or corporation-mandated tasks may preclude staff availability for Site Readiness reviews as well as training for OAS.

Assumptions

1. OAS upgrades requested by DOE for features not currently available in the system will be handled as change requests.
2. It is assumed that only a single mathematics reference card is required for Grades 6-8.
3. Site Readiness reviews are assumed to take 4 hours each, with 2 visits accomplished in a single day.
4. Most Site Readiness preparation will be done remotely, with onsite support for up to 45 school sites per year. CTB staff will visit the 45 school sites for onsite support.
5. School sites will need to download the student test client as a part of the Site Readiness work.
6. It is assumed that the OAS must provide the capacity to test approximately 80% of the total population, i.e., 400,000 students testing using the online mode.
7. It is assumed that Large Print and IEP-CD accommodations testing delivered in a paper/pencil mode are matched to the extent appropriate by equivalent accommodations currently available in OAS, such as large font and text reader.
8. It is assumed that slight look and feel variations are expected when the paper/pencil content is presented online.

Operational Online Administration Spring 2013

For the Spring 2013 administration, CTB will provide Online Assessment services to test about 5% of the student population for the Applied Skills assessment and about 70% of the student population in grades

3-8 for the Multiple-Choice assessment. Key services and related deliverables are described in the following sections.

CTB will follow the OAS Implementation methodology that provides for constant communication with the IDOE on the planning and definition of tasks and activities. It includes extensive internal and client reviews of all custom deliverables, leading to the approval of very high standards and full customer satisfaction. As part of this methodology, the following key services and deliverables are included in scope and described in the following sections:

- OAS Implementation Project Management
- Content Production Support
- Client Specific OAS Configuration
- Data Provisioning: Student Pre-Identification Data and OAS User Data
- Training and Documentation
- Implementation Services: Site Survey, Site Readiness and Certification, and Test Administration Support

OAS Implementation Project Management

Standard project management processes are employed for planning, executing, monitoring and control and closing the project. A detailed implementation plan and schedule will be developed for each year of the contract. The project execution will be closely monitored to ensure the project objectives are met on time and within budget. An integrated change management process will be used to ensure that negative impacts of changes during the life of the project are reduced. The project risks will be analyzed periodically and mitigation plans will be identified and risks are managed to closure.

Client Specific OAS Configuration

OAS is a configurable system that allows setting certain features, as needed by the customer, without any software code changes.

These configurations may include:

- organization hierarchy definition and label names
- user roles and assignments
- student demographic labels and values; student pre-identification data protection
- accommodations settings for background and font color changes controlled by the test administrator, calculator, text reader, un-timed test
- product acknowledgment page

The configurable elements in OAS will be reviewed in detail with the IDOE and, as needed, screen mock-ups will be provided to confirm the settings. A business and configuration requirements will be created and will be used to apply the configuration settings to OAS prior to the test administration.

Content Production

For Content Production, OAS Implementation and Development will provide support to develop the content framework, promote the content to the various review environments and provide the content review web-based tools. This support will be provided to produce, for each administration year, one content form per grade per subject, as well as two - three practice test forms per administration year. Refer to the Publishing scope for details regarding the content scope and forms design.

Data Provisioning

Data provisioning is done to preload the students' data into the system.

For client acceptance purposes, a simulated corporation and school will be identified and created in the acceptance and production environment. The data for user acceptance will be exported for scoring and reporting and provided, along with the paper/pencil live data, after the test administration.

Student Pre-Identification Data

OAS will make use of the student barcode files to select and load students for the grades indicated in Online Test Administrators Parameters. The IDE will review the student data in OAS prior to opening the system for general school use. The student preloaded data can be modified in OAS, and the users can also create new student data. Screen shots will be provided to confirm the demographic labels, positions and other graphic user interface aspects (e.g., using checkboxes, dropdown lists, and radio buttons for values selection).

As in previous years, the pre-id data cannot be modified in OAS, and the student biographic/invalid STN updates will prevail. Due to the timing of the updates, they would not be applied until just prior to the data extract from OAS.

For all the confirmed sites and grade combinations, student tests will be pre-assigned (pre-scheduled) based on the pre-id data loaded.

OAS User Data

Pre-existing CTB SSO user accounts are enabled in OAS for every staff member identified during the school selection process and according to their specific roles. New accounts will be created as needed, as well. These OAS accounts are used by the technical staff, test administrator staff and test proctors to access the system and perform the activities permitted for each user role.

Training

Training materials will be provided to the Indiana staff to ensure a successful implementation. All of the training materials will be provided in electronic form and posted online at <www.ctb.com/istep>.

Aside from training materials described in the table below, a pre-recorded practice test for students will be made available.

The following training sessions will be provided:

Component	Test Administration Overview	Technical Coordinator Systems Overview
Training Participants	Corp Administrators (N=600) State Administrators (N=10)	Corporation IT Specialists (N=600)
Subject of the training or professional development	Introduction to the Summative Assessment Program; Overview of OAS features and functions; Training in Administrator tasks and responsibilities	Introduction to the OAS system; Overview of technology architecture and implementation procedures; Set-up of Administrator and Student Work Stations
Training format	Hands-On; Online conducted on-site with Webinar available as a make-up; Demonstration and oral presentation Train-the-Trainer	
Total number of sessions	8 half-day onsite sessions within a 2-week period (2.5 hours each) 10 Webinar sessions within a 2-3 week period (2 hours each)	
Total number of educators per session	Onsite sessions: ~20 per session Webinars: ~200 per session	
Total number of trainers per session	Up to 2	

Component	Test Administration Overview	Technical Coordinator Systems Overview
Documentation provided	<p>PowerPoint presentations, OAS User's Guide, ISTEP+ Online TEM, Handouts, Technology Checklist</p> <p>(A Digital OAS Admin Toolkit can be downloaded from the www.ctb.com/istep site.)</p>	
Additional Training/Material	<p>All material posted online</p> <p>Make-up web-ex, performed and posted online</p>	
Training Locations	8 regional Training sites throughout the state will be selected with the help of the IDOE (depending on participation)	

Documentation

OAS includes standard online help in the system, as well as a standard user guide and an installation guide. These guides are distributed in PDF format.

The custom Indiana OAS Quick Start Guide, which was produced in 2009, will be updated as required and re-published in 2013 and 2014. The Online Examiner's Manual (OEM) will include test administration instructions for Test Examiners.

Implementation Services

As part of CTB's implementation services, CTB's technology surveys will be distributed using online applications in order to identify the technology at each school considering participation in ISTEP+ Online. The sites will be grouped by their ability to meet requirements (*Fully Meets, Conditionally Meets, and Does Not Meet*). Support to help sites achieve readiness would include documentation, emails, teleconferences and site visits, as appropriate. A final readiness status will be provided to all sites, as well as to the IDOE.

Site Readiness

Based on our experience, paying close attention to these final steps prior to testing is critical in order to provide a reliable testing environment and prevent issues during the test administration.

At the time the training is completed for the schools that are preparing to test, the supporting documentation for the system will have been provided to participating schools. The schools' technical staff will be involved to configure and confirm that the workstation set-ups are completed, and the corporation technical staff should work with school staff to ensure network configuration requirements are fulfilled. Checklists are provided to guide the school and corporation staff during these activities. At the schools visited by CTB's technical staff, these activities will be performed by the school and corporation staff respectively, as monitored and assisted by CTB's field engineers.

Users who are setting up student workstations can log into OAS, where utilities will automatically detect whether correct versions of Java and Flash are on the workstation. School technical staff would download upgrades as necessary.

At this time, the encrypted tests must be downloaded and pre-positioned on the students' workstations. Site Certification Practice Test sessions should be scheduled. Each site must confirm to CTB that all of the Site Readiness activities were successfully completed. Only when this final step has been completed can the online assessments begin for that site.

Based on data gathered from previous administrations, there are about 1800 buildings within the state that service at least one grade in the 3-8 grade span.

Registration for Spring Online testing

- CTB prepares the Site Technology Survey and Registration form
- CTB distributes the electronic Site Survey to all interested sites. This survey is to be completed by each site's technology coordinator and returned to CTB within 10 business days of receipt.
- The results will be used to adequately estimate which schools meet the OAS Configuration Requirements and are pre-qualified to participate in the online testing program.
- CTB follows-up with sites. Should any sites indicating interest to test online fail to send complete/accurate information, CTB will schedule phone conferences with the site and/or corporation technology coordinators in order to clarify and rectify any outstanding issues with the survey.
- Should CTB determine that the site is not (or may not) be ready for OAS testing based on RTS data, the site will be advised that their equipment needs to be upgraded and they may plan to test only after the upgrade is completed, or an onsite visit may be scheduled to prepare the site for testing.
- The OAS Implementation Services Manager will be responsible for delivering the following:
 - School Technical Capabilities Report
 - Recommendations for schools not fully meeting online testing requirements
 - List of Registered Schools for online testing
 - List of Contacts that require accounts for online testing; we will add one tech coordinator and one test coordinator per school and one tech coordinator and one test coordinator per corporation. Corporation staff will be trained on how to add users.

Test Administration Product Support

Product Support for OAS users will be provided during the hours of 7:30 am – 5:00 pm EST. OAS Product Support will provide real-time support to each school that is administering the online test. Product Support will answer questions and work with users in resolving issues regarding the testing process, system procedures, error conditions, student testing status and system status. Ongoing administration reports will be provided to the IDOE.

OAS Product Support is backed by CTB's network, development and technology support teams so that all customer calls can be handled expeditiously. All customer calls are logged and tracked to enable analysis of call handling and problem resolution statistics, resulting in increased process and system improvement.

Scoring and Reporting

The student test data will be provided to other systems at CTB for Scoring and Reporting, along with the paper/pencil tests. The details for these activities are described in the Scoring Scope and Reporting Scope documents and are not part of the present document.

Out of Scope

1. OAS Manipulatives: any manipulatives not currently available (such as coins or shapes) are not in scope.
2. Training: For training-related travel, CTB will cover the travel and accommodation costs for CTB staff. CTB will not be responsible for the cost of the educators' travel to regional training sites.
3. Pass-fail raw scores visible to students at the end of the test.

Security

OAS employs industry-standard best practices to ensure security of test content, the testing experience, and the student reporting data. The system operates in Web-based mode, with all communication between the OAS server and the student workstation over HTTPS.

The test content is securely stored in an encrypted object bank using 256-bit encryption. Encryption keys are not retrieved from the server until the student successfully logs into a test, and the keys are only placed in temporary memory. The encrypted test items stored on the hard drive are only decrypted at the moment a student requests the test item. The item remains encrypted at all other times.

The testing experience is provided in a browser window that is locked-down on the student desktop. The browser window uses the full screen, overlaying any task bars or other control elements on the computer desktop, and cannot be minimized. This prevents students from accessing anything other than the test delivered by the browser. Students only have access to the testing experience with a proper login ID and password, and these are unique for every test session to which the student is assigned. Cheating is also discouraged by including features such as random test form assignment. Further, should a student be suspected of a testing impropriety, the administrative interface allows a student's test to be invalidated (and re-validated) at the click of a button.

Access to the student data is strictly controlled through a system of user roles and assignments in the organizational hierarchy. Users may only have access to the data and functionality appropriate to their role, and only for the members of the organization to which they are assigned.

Test administrators overseeing the students during testing can monitor student test status in real time using the OAS administrative software, and (depending on each organization's rules and procedures) can invalidate test results for students suspected of cheating without losing the student's results or disrupting the testing process. Security is maintained in the OAS administrative software by means of hierarchy controls at various access levels, using a structure of limited permissions and login passwords.

To ensure business continuity, OAS uses redundant fail-over resources at the database, application server and web server layers. OAS is hosted by Equinix IBX centers, which set the industry standard for secure and reliable collocation services. Equinix has a history of delivering robust and reliable data centers in the industry. OAS is hosted by McGraw-Hill's Global Operations and Infrastructure Division, the group that also hosts Business Week, Standard and Poors, and Platts. The data center has extensive backups and recovery procedures, and was operational through both the 9/11 tragedy and the New York City blackout. OAS is prepared also for situations when the entire Data Center is affected by natural disasters, such as earthquakes or hurricanes. A disaster recovery plan and resources are in place to ensure the business continuity in case of a catastrophic event.

Project Deliverables

<i>Deliverable</i>	<i>Description</i>	<i>Produced By</i>	<i>Stakeholder Signatures Required</i>
Project Schedule	A set of detailed milestones that identify when the client resources are required for reviews or other activities	Program Schedule Analyst	DOE and Program Management
Content Requirements	Documentation on framework code, commodity code, assessment title, deliverable unit titles, forms, level/grade, time limit, product name, number of subtests	Publishing	DOE and Program Management
Practice Test Content	Set of custom test items to be used for student practice testing	Publishing	DOE and Program Management
Operational Test Content	Set of test items to be used for operational testing	Publishing	DOE and Program Management
Technology Schools Selection	A list of schools that have the technology and infrastructure to test online	Impl Mgr	DOE and Program Management

<i>Deliverable</i>	<i>Description</i>	<i>Produced By</i>	<i>Stakeholder Signatures</i>
Weekly Call Tracking Report	Excel workbook with detailed statistics on customer calls and corresponding quality metrics, including trend analysis/summary	Cust Support	IDOE and Program Management
Technical Training Slides	Presentation slides to be used for Technical Training	Training Mgr/ Subcontractor	IDOE and Program Management
Administrator Training Slides	Presentation slides to be used for Administrator Training	Training Mgr/ Subcontractor	IDOE and Program Management
Standard OAS Installation Guide	Standard Installation Guide and Checklists	OAS Tech Writer	NA
Standard OAS User Guides	Standard reference document for users who will be responsible for managing users, adding or modifying student data, scheduling tests, and proctoring tests	OAS Tech Writer	NA
OAS Quick Start Guide	Short guide on main functions described in the system	OAS Tech Writer	IDOE and Program Management
TEM – online section	Test Examiner's Manual provided in PDF format	Publishing	IDOE and Program Management
OAS Business and Configuration Requirements	ISTEP+ Business and Configuration requirements	CTB Requirements Analyst	IDOE and Program Management
Student Data Load (PreID Load)	Student data, including demographics; data typically from pre-code	ETL Dev	Product Support, optional IDOE
User Accounts	User ids and passwords to allow state and school officials OAS system access, limited by the user's role (administrator, coordinator, accommodations coordinator, proctor)	Cust Support	NA

Critical Success Factors

<i>Critical Success Factors</i>	<i>Success Definition</i>
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Critical Success Factors	Success Definition
Project Schedule	<p>Delivery of the following components a minimum of 2 weeks prior to the test:</p> <ul style="list-style-type: none"> ○ OAS platform configured for Indiana ○ OAS loaded student barcode data ○ ISTEP+ Online Practice and Operational Content forms ○ Test Administrator's Manual ○ Technical and User Training <p>Site registration for online testing by end of November Site Certification activities completed at least 3 days prior to the practice testing Approvals for any deliverables are received within a maximum of 5 days from the IDOE. Online testing is completed in time to facilitate the 7-day TAT for reports.</p>
Project Scope	<p>Delivery of the following critical components:</p> <ul style="list-style-type: none"> ○ Schools selection based on technology criteria and online testing registration response ○ OAS configured for Indiana ○ ISTEP+ Online and Practice Content forms ○ Test Administration Manual ○ Technical and User Training materials, including the Quick Start Guide
Project Quality	<p>The delivery of this project within CTB's metrics is a critical success factor for this project. These metrics include:</p> <ul style="list-style-type: none"> ○ <i>Schedule Variance - Non-critical Components</i> - Non-critical Components within a +/- 20% variance from the base-lined project schedule. ○ <i>Schedule Variance - Critical Components</i> - Zero variance for components on the operational test administration critical path. ○ <i>Effort Variance</i> - Delivery of the project within a +/- 5% variance from the base-lined definitive estimates. ○ <i>Post-Production Defects</i> - No priority 1 or 2 defects post-production.
Resources	<p>IDOE representative is available to facilitate response and resolution to State-related issues/decisions within the agreed time frame.</p> <p>IDOE and school staff will be available and responsive to CTB's inquiries for site survey, certification and readiness.</p> <p>CTB is provided access to school and corporation facilities in order to perform site certification-related activities.</p>

Project Acceptance

Prior to the release of the system to the participating schools, CTB will provide the IDOE with access to the system in a User Acceptance Testing environment for acceptance and sign-off for the Content, OAS Platform and configurations for Indiana, as well as a review and sign-off of the loaded schools hierarchy and student data.

Every effort is made to ensure that at this stage no critical or significant issues are present. It is expected that any non-critical issues encountered at this time will be addressed by including further information in the training materials, while a long-term solution will be provided in the following administration.

The User Acceptance Testing should be conducted in the final production environment in a UAT-dedicated corporation and schools. The users will take tests as students, and the results will be provided at the end of the testing, along with all other student results.

Content Acceptance

The final Practice and Operational content user acceptance review is done using the OAS Test client in a User Acceptance Testing environment that replicates the OAS production environment. At the time of this final review, the content has already undergone several reviews and all critical issues were detected and addressed. At this final review, the content should be used during test taking as students and only major issues, if any, may be addressed if possible in the short time frame remaining until the test administration. Any minor issues identified at this time will be addressed during the following administration.

OAS Platform and Configuration Acceptance

The OAS platform and the configurations specific to Indiana will be provided for a final client review and the following criteria will be used for Acceptance.

The OAS platform and configuration are deemed accepted when the Test Administration System and the Test Client configurations are set according to the ISTEP+ business and configuration requirements for data hierarchy configuration, user set-up, student demographics and accommodations.

Student Data Acceptance Criteria

The IDOE will verify that the number of students expected to load have been loaded and will do a spot check of the student demographics data for the students included is loaded in OAS.

Localized student data issues or missing student data affecting less than five students in a school location will be addressed by the IDOE either correcting or creating new student data using the OAS system. A RES update will be applied before the online testing students' data is merged with paper/pencil testers for scoring and reporting.

Technology Requirements

The technical requirements listed below are based on the OAS 9 Installation Guide. In order to participate in the ISTEP+ Online, schools must meet these requirements.

These requirements may change until the time of the test administration every year, as it is expected that there will be new application upgrades. The upgrades are carefully planned to keep the system updated with recent technology advances and to facilitate more extensive participation in online testing. As more information becomes available, CTB will inform the IDOE, and as appropriate, corporations and schools, about changes in requirements.

REQUIRED COMPUTER EQUIPMENT

Each computer must meet these minimum specifications:

- Platforms:
 - Windows PC with 1.3 GHz CPU and Windows XP Service Pack 3 or greater, Windows 2000 Service Pack 4 or greater, or Vista Service Pack 1 or greater OR
 - Intel Macintosh with 1.8 GHz CPU and 10.4.8 OS or OS 10.5.4
 - Linux (Suse, Ubuntu, Redhat)
- Hard disk space: 200 MB available disk space for object bank
- Memory: 512 MB RAM

- Internet access: 10mb Ethernet connection or equivalent wireless connection
- Bandwidth: 1.5 Mbps upload and download -- T1 line, high-speed cable or high-speed DSL for every lab with 50-100 concurrent users
- Software:
 - Java Runtime Environment (JRE): Java 5.0, Update 14 or later for PC or
 - Java Runtime Environment (JRE): Java 6.0, Update 10 for Vista on PC to download test content ahead of time
 - Java Runtime Environment (JRE): Java 5.0, Update 7 or later for Mac
- Test Administrator's Workstation:
 - IE 6 OR IE 7 (Windows)
 - Firefox 2.0. Note: IE must be used to download test content or install Flash on student workstations.
 - Safari 2.0 (Mac)
- Student Workstation:
 - IE 6 OR IE 7 (Windows) *Must be resident on workstation*
 - Safari 2.0 (Mac)

Each school must provide a sufficient number of computers that meet the minimum requirements in order to conduct practice sessions prior to testing.

ATTACHMENT C**To Exhibit E****Indiana Department of Education Online Reporting System (INORS) Work Plan****Overview**

In the Spring of 2013 and 2014, ISTEP+ reporting will be delivered through the INORS website solution. The INORS solution will be released in iterative stages (phases) throughout both the 2013 and 2014 administration report releases and will include reporting for the ISTEP+ Assessment in Grades 3-8.

The following table provides a high-level description of the features included in INORS:

Indiana Online Reporting System
• Online Reporting for ISTEP+ Assessment
• PDF Report Downloading of Student Report PDFs (current plus one previous administration)
• PDF Image Print of Individual Student Responses from Paper/Pencil Testing (current plus one previous administration)
• Group Download PDFs – Student Report PDFs and Image Prints of Individual Student Responses (current plus one previous administration)
• Invitation Code PDFs – Parent Network Invitation Code Letter PDFs (current administration)
• Invitation Code PDFs Batch Downloads – Parent Network Invitation Code Letter PDFs (current administration)
• Online Dynamic PDF Generation of All Online Reports (from Spring 2010 forward)
• Online Rescore Request Form (current administration)
• Corporation- and Nonpublic School-level .csv GRT File Download (from Spring 2010 forward)
• Corporation- and Nonpublic School-level .csv Invitation Code File Download (current administration)
• Corporation- and Nonpublic School-level GRT File Record Layout Download (from Spring 2010 forward)
• Corporation- and Nonpublic School-level Invitation Code File Record Layout Download (current administration)
• Secure role-based access, using the Single Sign-on user accounts for State-, Corporation- and School-level users
• Administration specific teacher-level accounts to access classroom-level data, based on teacher names used on the Group Information Sheets (GIS)

Included below is a more detailed specification of the solution and implementation timelines. Spring 2013 and 2014 reporting will be consistent with deliverables and processes established for the Spring 2012 administration.

Included Datasets

The datasets that will be included in the production solution for the Spring 2013 and Spring 2014 are:

- ISTEP+ Assessment Grades 3-8
- Student Report PDFs
- Image PDFs of Individual Students Responses from the Applied Skills test
- Parent Network Invitation Code PDFs

Additionally, as a part of the Spring 2013 and Spring 2014 INORS solution, the Spring 2010, Spring 2011 and Spring 2012 ISTEP+ Assessment results data previously loaded into the INORS will be available (see assumptions section below). ISRs and Image Print PDFs will only be available for current and one previous administration.

Implementation Timeline and Overview

The implementations of INORS will consist of four (4) phases:

- Planning
- Development
- Stabilize
- Deploy

Each phase has a defined purpose and scope and will act as a framework to ensure that IDOE expectations are properly met as an updated version of this solution is introduced to corporations and schools. The dates listed below are for estimation purposes only. Upon contract execution, a detailed INORS project plan will be finalized and used to communicate dates, timelines, and milestones during this project.

Defects that may be identified in INORS will be addressed as they arise. Requested changes to the functionality, or functionality/reports that are not agreed to during the planning phase for each year will be handled via a change order. CTB will work with the IDOE to ensure that all requests are prioritized and handled as effectively as possible, while limiting time and resource requirements from all parties. It is important to have requests communicated in advance so any changes can be properly scoped, developed and tested early enough to avoid impacting the reporting window or INORS system functionality.

Goals

For each administration, the goals for the reporting solution are:

- Deliver a fully functioning Online Reporting System (ORS) to the Red-Team and Production environments for review and approval by the IDOE.
- Provide online reporting and online report delivery in a timely and accurate manner to all users.

Functionality

This section describes the basic functionality that will be included within INORS. A more detailed discussion of the exact reports is included in a later section. INORS is a browser-based system that is designed to deliver online reporting to the state of Indiana. The purpose of INORS is to enable educational leaders to make informed decisions about curriculum, school programs and facility needs, based on real data. INORS provides assessment data for the ISTEP+ test at the State, Corp/Diocese, School, and Grade level for Indiana public and nonpublic schools.

Frequently Asked Questions (FAQ)

A FAQ section is provided that can be used to answer basic questions that may need to be addressed.

Help

An online help section will provide users with searchable help that can be used to answer most usability and technology questions. The help system will additionally include tutorials and answers to basic questions. Help Desk support information is included in the Support section below.

Manage Users

The "Manage Users" section will allow administrative users the ability to manage all user accounts within their authoritative domain. Administrative users have the ability to manage all descendant accounts within the hierarchy (i.e., a corporation administrator can manage corporation user accounts and both school administrative and user accounts). The only exception to this rule is the state administrator role. State administrators can manage all accounts (even other state administrative accounts) within the system. Manage users also includes the ability to create username and password sheets that can be distributed to INORS users.

User Settings

The user settings functionality is for individual users to manage their own account. From this interface, users can change their password, update their email address and set the answer to their security/reminder question.

Reports Area

This section will include the available selection of reports that a user will have access to within INORS. A more detailed description of the reports is included below.

Downloads Area

This section will include all data files that are accessible for download by a particular user. Corporation level GRT and Invitation Code file downloads will be available within INORS to state- and corporation-level administrators. Nonpublic school-level GRT and Invitation Code downloads will be available within INORS to state-, corporation-, and nonpublic school-level administrators.

For each test administration, deployment will also contain the Individual Student Reports (ISR) PDFs, the Image Print of individual student response PDFs and the Parent Network Invitation Code PDF letters.

The Group Download option will continue to allow users to select ISR and/or image print PDFs for multiple students to be combined into one file, downloaded and printed. An Invitation Code PDF letter batch download option is also available.

Tools Area

The tools area provided within the INORS website can provide users with access and links to additional materials, such as training and interpretive guides. During the finalization of scope and design, the INORS team will work with the IDOE to identify any electronic materials that should be made available through the INORS website.

Informational Area

At the bottom of the INORS website, an informational area exists that will display appropriate copyright, contractual and informational items. Legally, CTB must include copyright details, terms of use policy, online privacy policy, and applicable Children's Online Privacy Protection Act (COPPA) information. Additionally, customer support phone numbers and email address will be included.

Header/Messaging Area

At the top of the INORS website, a header and messaging area will be utilized to display messaging information. This area will include a small CTB/McGraw-Hill text and “The McGraw-Hill Companies” image in the upper left and right corners respectively. Additionally, this area will include a “logged in as” notice which will indicate the name of user logged into INORS. This area will include the appropriate IDOE logo, along with any messaging and naming that is required.

Report Details

Along the bottom of the menu, on the left side of INORS will be a Report Details section. This section is used to include informational material about the reports, such as scale score ranges, privacy notices, report legends, report purpose text, etc. The Report Details section is configurable for each report and will be defined during the planning stages.

Backer Text/More Information

A “more info” button or hyperlink will be included with each report and will contain the traditional backer text that would normally appear on the back of a printed report. Backer text is customizable per report and will be updated in consultation with the IDOE.

Print Report

Each online report, as it is viewed on the screen, will be capable of rendering in a PDF format through the “Print Report” button or hyperlink.

Report Header/User Control

Each online report will include a user control that will enable users to navigate through the available options for the report based on the report and their level of access to the system. Options within the user control will vary by report, but the control will use “sticky” filters and maintain prior selections while navigating through the reports, where practical.

Embargo Notice

It may be necessary to include an embargo notice on reports based on data that has been officially released by the IDOE. It is our assumption that CTB will need to include this embargo notice and that we will need to easily and quickly be able to remove it from the reports, once the information has been released. The details of the embargo notice will be further finalized during the planning stages and incorporated into the design of INORS.

Usage Reporting

Basic usage reporting will allow administrators the ability to see when, if ever, a user last logged into INORS via the Manage Users functionality set.

Homepage

INORS will continue to include the existing homepage. Any changes to the existing homepage will be finalized during the planning stage. Design or layout changes to the homepage will be considered out of scope.

Acceptable Use Policy

The existing acceptable use policy designed by the IDOE will continue to be included within the system. This Online Usage Agreement may be reset periodically by state administrators and is typically used to educate ORS users on their responsibility for securely managing data and reporting.

PDF/Print-On-Demand Reports

Student Report PDFs will be available for download within INORS. These PDF reports are made available to users based on their login credentials. See the Reports section below for a detailed list of PDF reports that will be included.

Secure, Scoped User Access

All users will access the system by providing a valid username and password. All user accounts are directly linked to a level within the organizational hierarchy that will not allow users to navigate to information that is external to their access level. For example, all school level user accounts are linked directly with an individual school contained within INORS. This allows school users the ability to see all pertinent information about their school and only their school. State and System comparative numbers may be included for informational purposes within the report, but the users will never have the ability to gain access to any other identifiable information about students that are not within their school.

Reports

Reference Table 10 – Reports and Electronic Files Matrix

Reporting Phases

Reports are released in multiple phases as outlined below.

- Phase 0 – Invitation Code letter PDFs (approximately a week prior to the Phase 1 reports launch)
- Phase 1 – Individual Student data, GRT Download, Proficiency Roster, Undetermined Status Report, Online Rescore Request form
- Phase 2 – Printed ISRs and Student Labels in-site to corporations/nonpublic schools
- Phase 3 – Summary reports and complete the reports release for the administration
- Phase 4 – Updated reports from post-rescore window

Support

All customer and technical support will be handled by CTB/McGraw-Hill's customer support organization. Support requests can be made via a toll free 1-800 number or through email. INORS will include support contact information in the system, on the homepage and on all distributed material.

Security

CTB's ORS solutions use industry standard best practices to ensure data and system security. The ORS uses 128-bit Secure Sockets Layer (SSL) over HTTPS to ensure that no private data is intercepted during transmission. 128-bit SSL is used by online banks and credit card companies, so it is both secure and reliable. The INORS solution is hosted at McGraw Hill's East Windsor facility.

Availability

The INORS website will be available via an internet browser 24 hours a day, seven days a week. At times, it will be necessary to perform routine system maintenance, and CTB will notify the IDEP prior to commencing with any regularly scheduled maintenance. CTB will attempt to schedule all maintenance during off-peak hours (evenings and weekends) so as to provide as little disruption to regular service as possible. Should an unexpected system outage occur, the INORS team will use all practical resources to return INORS to a usable state as soon as reasonably possible.

Assumptions

- Online reports will include class-level reporting. Interactive online reports will be available by grade at the class level and higher, as applicable.
- Class breakdowns will be based upon the teacher of record within the data (GIS/GRT data).
- Not all of the reports will be made available in an online format. Certain reports will continue to be delivered on paper (Student Label and Perfect Score report). See the Reports section above for a list of reports that will be available online.
- PDF/Print-On-Demand Reports will continue to include the Student Report and Image Prints.
- Longitudinal reporting costs are not planned, expected or included in this Work Plan.

- All user accounts are linked to Single Sign-on functionality. Current INORS functionality allows the IDOE to force a password reset when an employee of the state is no longer employed or at any time a State Administrator chooses to do so.
- Interactive report data, including GRTs, will be retained for more than 2 years and only ISR-PDFs and Image PDFs will be retained for the current and one previous year.

Constraints

- All existing datasets will drive the online reporting. No new summarizations or aggregations (either pre-done or dynamic) will be available for INORS.
- State-, corporation-, school-, and teacher-level users will have access to INORS.
- Class and student level reporting will be available by the teacher of record, based upon GIS data (only the teacher on the pre-coded labels or bubbled on a test booklet).

ATTACHMENT D

To Exhibit E

The Parent Network and Individual Student Report Work Plan

Individual Student Reports will be provided to parents and to educators electronically as PDFs. The Indiana Parent Network provides parents with student ISTEP+ results and guidance for working with students.

Deliverables

- Provide Indiana parents with Student Reports and resources online
- Provide Indiana parents with a PDF copy of their child's Applied Skills responses (Image Print PDF)

The Indiana Parent Network

1. Online secure access website for families of ISTEP+ assessment results and download of Student Reports
 - a. Grades and subjects:
 - i. E/LA and Math: Grades 3-8
 - ii. Science: Grades 4 and 6
 - iii. Social Studies: Grades 5 and 7
 - b. Launch after state release of results to corporations and schools
 - c. Invitation Code letters (login letters) generated for parents (one for each student) and delivered to corporations and nonpublic/charter/choice schools.
 - i. Parent Network also provides functionality for schools to generate Invitation Codes themselves.
 - d. Graphic display of score results at overall and standard level
 - e. PDF download of Individual Student Report (ISR) on the website for parents
 - i. Updates made to student records if scores have changed after the rescore period
 - f. PDF download of student's Applied Skills test responses (Image Print) on the website for parents
 - g. Links to Indiana instructional resources and released items
 - h. PN will re-launch after each administration to include data from the current test administration, as well as previous test administrations.
 - i. Customer Support provided via phone and email
 - i. Hours of operations will be 8:00 am – 6:00 pm EST.
 - ii. Response Time for Severity One issues will be within 24 hours of issue arising.

Student Open-Ended Response Images (Image Print) on Parent Network

1. Parent Network hosts scanned "Image Print" files with images of student work
 - a. File will be in PDF format (assumption is ~500K per assessment year)
 - i. Each file represents a single student's result images (all subjects in one file)
 - ii. Assume naming convention based on Applied Skills barcode, grade and subject
 - iii. Assume files provided in file directory collated by grade, subject, and school
 - b. Files transmitted using a secure FTP or secure shared server after reporting window
 - c. Image Print PDFs provided on the Parent Network website as PDF download

- d. Parent Network will need to re-launch to include Image Print PDFs in addition to ISR PDFs (one per student for both)
- e. Image Prints available on the Parent Network for all students tested in Grades 3-8 (including those students who test online).

Spanish Translation

1. Translation Guides to the Individual Student Report (in English and Spanish) in PDF, not printed
2. Translation of the Parent Letter sent to parents into Spanish

Assumptions:

- Item level data, full-item release, and record of student work “image-print” are utilized for the Parent Network release.
- Files of associated barcodes with pre-codes assigned so that the barcodes are utilized for matching with the GRT.

Schedule Assumptions

- Internal CTB Red Team Review of Parent Network website
- A final review and sign-off of Parent Network by the IDOE will occur prior to release/before operations begin.
 - CTB will work with the IDOE to define the final Red Team Review and release schedule.

Parent Network will launch on a date mutually agreed-upon between the IDOE and CTB in relation to the reporting turnaround schedule.

Security

CTB has many years of experience in handling millions of students' standardized assessment data without any known security breach. The website is managed by McGraw-Hill's Global Operations and Infrastructure Division, the group that also hosts Standard and Poors, and Platts. The data center has extensive backups and recovery procedures, and was operational through both September 11th and the New York City black out.

Printing/Shipping

Shipment Detail

- Parent Network Login Letters will be printed in black and white, single impression and shipped to all of the corporations and nonpublic/charter/choice schools.

Report Requirements

Parent Network

1. Product

- Parent Network hosts PDFs of reports in addition to images
- Components
 - » Login generation based on Pre-ID files
 - » Dissemination of Logins
 - I Letter to Families with login and password information
 - II School Admin codes to be able to access Parent Network
 - » Application
 - I Custom for IN
 - a Introductory letter (landing page)

- b IN logo
 - c IN signature
 - d IN content and translation guides
 - e FAQ
- » Student scores
 - i graphic display of the scale score
 - ii achievement level
 - iii Image Print PDF
 - iv PDF download
 - v interpretive guidance
 - vi No item-level results on Parent Network site
- » Content Resources
 - i Grade-banded state and national resources
 - a Based on grade of students, provide 3-5 links and screenshots of web resources
 - ii Standards-based resources
 - a The description of standards in parent-friendly language, including real-world examples
 - b Link to IN web resource that describes standards, benchmarks in detail
 - c Link to IN web resource that has activities
 - iii Assessment Literacy
 - a Provides links to IN released items
 - b Test information
- » Image Print
 - i Combined PDF for all tested subjects
 - ii Includes average of 10 images of student responses (from Applied Skills portion of each subject test)
 - iii Closely connected to links of released items
 - iv Direct linkage from item-level results to item response not possible due to lack of PDF indexing
- » Student Reports – Providing as PDFs

The Individual Student Reports

1. Multi-subject Student Reports (optimized for PDF distribution)
2. Overall, standard-level, and item-level results
3. Content includes introductory text, interpretation guidance, resources
4. Provided in 3 formats
 - a. PDFs for parents on Parent Network
 - b. PDFs for educators - collated by school and corporations, for electronic download on educator site (INORS)
5. Student Reports printed in two separate operational runs – the first run will contain all final student data and the second contains any students whose scores have been changed during the rescore period.
Corrected Student Reports are also posted on Parent Network and INORS.
6. Tracking of packages provided

Assumptions:

- ISR PDFs will be used for both Parent Network and INORS.

- Files of associated barcodes with pre-codes assigned so that the barcodes are utilized for matching with GRT.

Schedule Assumptions

- Internal CTB Red Team Review of report output
- A final review and sign-off of Student Reports by the IDOE will occur prior to release/before operations begin.
 - o CTB will work with the IDOE to define the final Red Team Review and release schedule.

Printing/Shipping

Shipment Detail

- Student Reports - One (double-sided) copy of each Student Report is created and sent to schools. Student Reports will be printed in black and white. (See Report Requirements for more specifications.)

Report Requirements

Individual Student Reports

- Student Reports – Provided as PDFs and black-and-white printed copy
 - » Scores include overall, subscore and item results for 3-4 subjects
 - » Format – single-subject
 - i 2 versions:
 - a PDFs designed for black-and-white printing
 - b Black-and-white printed copy
 - ii Single shell for design, no actual shells used in printing
 - iii 2 page (8 ½ x 11) report, double-sided
 - » Components
 - i Front page
 - a Intro letter
 - b Student/School Box
 - c Overall scale scores - traffic light display
 - o Pass+, Pass, Did Not Pass
 - o Narrative text with score and performance level
 - d Performance level descriptors
 - e Descriptive text integrated into letter and along bottom
 - f Important general Indiana resources provided on front
 - ii Back page
 - a Introduction text to standard- and item-level results
 - b Standard (topic) level results
 - o Data reported by each standard
 - Test item types
 - Student IPI score (number)
 - Passing IPI score
 - Corporation average
 - State average

- o Standard tested
 - o Page number in test booklet
 - o Points Earned
 - o Points possible
 - d Resources – provided in all grades with some subject-specific resources; grade-banded
- » Delivery
 - i PDFs parsed as individual files for hosting on websites
 - ii Printed black-and-white copy
- Spanish translation
 - » Translation Guide about the Individual Student Report

Assessment Results

- a. Total subjects/grade = 2 or 3 (see chart below)

Grade	Reading/LA	Math	Science	Social Studies	Total Subjects
3	X	X			2
4	X	X	X		3
5	X	X		X	3
6	X	X	X		3
7	X	X		X	3
8	X	X			2

- i Performance
- ii Performance Levels = 3 (Did Not Pass, Pass, Pass+)
- iii Standard level results = Student IPI, Passing IPI, and State Average
- iv Data
 - a Results for ISTEP+ processed at same time
 - a Student results provided using the GRT
 - b Unique Indiana student IDs called STN
 - c Applied Skills file with barcodes assigned
 - d Assessment results processed by state completion
 - e See TAT schedule above for specific processing steps

ATTACHMENT E

To Exhibit E

Operational and Pilot Test Design and Development Specifications

ISTEP+ Operational Applied Skills 2013 and 2014

Form Design	Content	Item Type	# Items per form	Scannable Test Book - Pgs per form	# forms	Total Pgs
1 form per grade	ELA	CR	3	40	1	40
	ELA	ER	1			
3	Math	prompt	1	40	1	40
	Math	CR	3			
	ELA	ER	1	40	1	40
	ELA	prompt	1			
4	Math	CR	3	40	1	40
	Math	ER	1			
	Science	CR	3	40	1	40
	Science	ER	1			

Online Students have a printed book for Math and Science only.

5	ELA	CR	3	40	40	
		ER	1			
		prompt	1			
		CR	3			
		ER	1			
	Math	CR	3	40		
		ER	1			
		CR	3			
		ER	1			
		CR	3			
6	ELA	ER	1	40	40	
		prompt	1			
		CR	3			
		ER	1			
		CR	3			
	Math	ER	1	40		
		CR	3			
		ER	1			
		CR	3			
		ER	1			
7	ELA	CR	3	40	40	
		ER	1			
		prompt	1			
		CR	3			
		ER	1			
	Math	CR	3	40		
		ER	1			
		CR	3			
		ER	1			
		CR	3			
8	ELA	CR	3	32	32	
		ER	1			
		prompt	1			
		CR	3			
		ER	1			
	Math	CR	3	32		
		ER	1			
		CR	3			
		ER	1			
		CR	3			

All tests: Large Print & Braille

!STEP+ Operational Multiple-Choice Spring 2013 and 2014

1 form per grade - paper;
3 forms per grade -
online. (with 2 virtual
forms)

Grade	Content	Item Type	# Items per form	Form Design			Materials			% of students online
				Non-Scannable Test Book Pgs	# forms	Total Test Pgs	Scannable Answer Book Pgs	# forms	Total Answer Pgs	
3	ELA	SR	45	n/a - test book is scannable		68	1	68	45	65%
	Math	SR	46						46	2
4	ELA	SR	45	104	1	104	8	1	8	45
	Math	SR	46						46	2
5	Science	SR	45	45					45	2
	ELA	SR	45						46	
6	Math	SR	46	96	1	96	8	1	8	45
	Social Studies	SR	45						45	
7	ELA	SR	45						45	
	Math	GR	6	96	1	96	8	1	12	40
8	Science	SR	45						6	65%
	ELA	SR	45						6	2
7	Math	GR	6	120	1	120	8	1	12	40
	Social Studies	SR	45						6	65%
8	ELA	SR	45						6	2
	Math	GR	6	80	1	80	8	1	12	45

All tests: Large Print & Braille

Percent of students online in 2014 is
planned at 80%.

!STEP+ Operational Test Ancillaries - Spring 2013 and 2014

Regular	Pages	Comments
Grade 3-5 IEP/LP CDs	1 CD per content per grade per test	Revisit this design
Grade 3 Manipulative	Punch out manipulative; separate	Revisit coin manipulative

Regular	Pages	Comments
Grade 5 Manipulative	Punch out manipulative; separate	same as 2012
Grade 4, 6-8 Manipulative	Punch out manipulative; separate	same as 2012
Grade 6-8 Reference Sheet	1 page; Same as last year; perforated in the MC book; separate for the AS books	same as 2012
Grade 3-4 Practice Test	8 pages for Applied Skills 8 pages for Multiple-Choice	Same as 2012
Grade 6-8 GR Items Practice Test	16 pages for Multiple-Choice	Same as 2012
Grade 3 MC Online Practice Test	6 items, mixed content areas	Same as 2012
Grade 4 MC Online Practice Test	7 items, mixed content areas	Same as 2012
Grade 5 MC Online Practice Test	7 items, mixed content areas	Same as 2012
Grade 6 MC Online Practice Test	10 items, mixed content areas	Same as 2012, except add more GR items, per DOE recommendation
Grade 7 MC Online Practice Test	10 items, mixed content areas	See above
Grade 8 MC Online Practice Test	10 items, mixed content areas	See above
Grade 3 AS Online Practice Test	6 items, mixed content areas	New
Grade 4 AS Online Practice Test	6 items, mixed content areas	New
Grade 5 AS Online Practice Test	6 items, mixed content areas	New
Grade 6 AS Online Practice Test	6 items, mixed content areas	New
Grade 7 AS Online Practice Test	6 items, mixed content areas	New
Grade 8 AS Online Practice Test	6 items, mixed content areas	New
Grade 3 MC Experience ISTEP+	Online	Same as 2012
Grade 4 MC Experience ISTEP+	Online	Same as 2012
Grade 5 MC Experience ISTEP+	Online	Same as 2012
Grade 6 MC Experience ISTEP+	Online	Same as 2012
Grade 7 MC Experience ISTEP+	Online	Same as 2012
Grade 8 MC Experience ISTEP+	Online	Same as 2012
Grade 3 AS Experience ISTEP+	Online	New
Grade 4 AS Experience ISTEP+	Online	New
Grade 5 AS Experience ISTEP+	Online	New
Grade 6 AS Experience ISTEP+	Online	New
Grade 7 AS Experience ISTEP+	Online	New
Grade 8 AS Experience ISTEP+	Online	New
Guide to Test Interpretation	60 pages	Same as 2012
Test Coordinator Manual	80 pages	
Grade 3 Examiners Manual	80 pages	
Grade 4 Examiners Manual	80 pages	
Grade 5 Examiners Manual	80 pages	
Grade 6 Examiners Manual	80 pages	
Grade 7 Examiners Manual	80 pages	
Grade 8 Examiners Manual	80 pages	

		Pages	Comments
Regular			
MC Online Examiners Manual	160 pages		
AS Online Examiners Manual	40 pages		New
Applied Skills Poster (and IREAD-3)	1 sheet		
Multiple-Choice Poster (and IMAST)	1 sheet		
Braille			
Grade 3-5 IEP CDs	1 CD per content per grade per test		Revisit this design
Grade 3 Manipulative	Punch out manipulative; separate		Revisit coin manip
Grade 5 Manipulative	Punch out manipulative; separate		same as 2012
Grade 4, 6-8 Manipulative	Punch out manipulative; separate		same as 2012
Grade 6-8 Reference Sheet	1 page; Same as last year; separate		same as 2012
Grade 3-4 Practice Test	8 pages for Applied Skills 8 pages for Multiple-Choice		Same as 2012
Grade 6-8 GR Items Practice Test	16 pages for Multiple-Choice		Same as 2012
Large Print			
Grade 3 Manipulative	Punch out manipulative; separate		Revisit coin manipulative
Grade 5 Manipulative	Punch out manipulative; separate		same as 2012
Grade 4, 6-8 Manipulative	Punch out manipulative; separate		same as 2012
Grade 6-8 Reference Sheet	1 page; Same as last year; separate		same as 2012
Grade 3-4 Practice Test	8 pages for Applied Skills 8 pages for Multiple-Choice		Same as 2012
Grade 6-8 GR Items Practice Test	16 pages for Multiple-Choice		Same as 2012

ISTEP+ Applied Skills Pilot 2013 ONLY (does not include CCSS Transition Online pilot)¹

Grade	Content Area	Item Type	# of Forms	Pages per Form	Total Item Versions	DNU Edited	New Development	Focus
3	Math	5 CR, 2 ER	3	12	15 CR, 6 ER	14 CR, 3 ER	1 CR, 3 ER	Focus is on aligning to IAS.
	ELA	5 CR, 1 ER, 1 WP	8	12	4 passages, 20 CR, 4 ER, 4 WPs	0	4 passages, 20 CR, 4 ER, 4 WPs	CTB will use previously piloted items that have been rated "3" (DNU) and edit to make items work. Some new development will be required.

Grade	Content Area	Item Type	# of Forms	# of Pages per Form	Total Item Yield	DN/Edited Items	New Development	Focus
4	Math	5 CR, 2 ER	3	12	15 CR, 6 ER	15 CR, 6 ER	0	Focus is on aligning to IAS. CTB will use previously piloted items that have been rated "3" (DNU) and edit to make items work. Some new development will be required.
	ELA	5 CR, 1 ER, 1 WP	8	12	4 passages, 20 CR, 4 ER, 4 WPs	0	4 passages, 20 CR, 4 ER, 4 WPs	
	SCI	5 CR, 2 ER	N/A	N/A	Have 20 CR and 8 ERs from 2012 piloting	0	0	
5	Math	5 CR, 2 ER	3	12	15 CR, 6 ER	14 CR, 2 ER	1 CR, 4 ER	Focus is on aligning to IAS. CTB will use previously piloted items that have been rated "3" (DNU) and edit to make items work. Some new development will be required.
	ELA	5 CR, 1 ER, 1 WP	8	12	4 passages, 20 CR, 4 ER, 4 WPs	0	4 passages, 20 CR, 4 ER, 4 WPs	
	SS	5 CR, 2 ER	3	12	15 CR, 6 ER	11 CR, 2 ER	4 CR, 4 ER	
6	Math	5 CR, 2 ER	3	12	15 CR, 6 ER	12 CR, 4 ER	3 CR, 2 ER	Focus is on aligning to IAS. CTB will use previously piloted items that have been rated "3" (DNU) and edit to make items work. Some new development

Content Area	Grade	# of Item Types	# of Forms	Pages per form	Total Item Yield	DNU edited items	New Development	Focus
								will be required.
								Focus is on aligning to IAS. CTB will use previously piloted items that have been rated "3" (DNU) and edit to make items work. Some new development will be required.
ELA		5 CR, 1 ER, 1 WP	8	12	4 passages, 20 CR, 4 ER, 4 WPs	0	4 passages, 20 CR, 4 ER, 4 WPs	Focus is on aligning to IAS. CTB will use previously piloted items that have been rated "3" (DNU) and edit to make items work. Some new development will be required.
SCI		5 CR, 2 ER	N/A	N/A	Have 20 CR and 8 ERs from 2012 piloting	0	0	Focus is on aligning to IAS. CTB will use previously piloted items that have been rated "3" (DNU) and edit to make items work. Some new development will be required.
7	Math	5 CR, 2 ER	3	12	15 CR, 6 ER	6 CR, 6 ER	9 CR	Focus is on aligning to IAS. All new development will be required.
	ELA	5 CR, 1 ER, 1 WP	8	12	4 passages, 20 CR, 4 ER, 4 WPs	0	4 passages, 20 CR, 4 ER, 4 WPs	Focus is on aligning to IAS. CTB will use previously piloted items that have been rated "3" (DNU) and edit to make items work. Some new development will be required, but SS may be in the best position to "repurpose" items/have the most items to edit/reuse.
	SS	5 CR, 2 ER	3	12	15 CR, 6 ER	11 CR, 10 ER	4 CR	Focus is on aligning to IAS. CTB will use previously piloted items that have been rated "3" (DNU) and edit to make items work. Some new development will be required.
8	Math	5 CR, 2 ER	3	12	15 CR, 6 ER	11 CR, 6 ER	4 CR	Focus is on aligning to IAS. CTB will use previously piloted items that have been rated "3" (DNU) and edit to make items work. Some new development will be required.

Content Area	Grade	Item Type	# of Forms	# of Pages per form	Total Item Yield	DNU Edited Items	New Development	Focus
ELA		5 CR, 1 ER, 1 WP	8	12	4 passages, 20 CR, 4 ER, 4 WPs	0	4 passages, 20 CR, 4 ER, 4 WPs	Focus is on aligning to IAS. CTB will use previously piloted items that have been rated "3" (DNU) and edit to make items work. Some new development will be required.

Applied Skills pilot test will be administered Online if readiness with students is determined and approved by the DOE. A select population will be identified for participation and only one form will be administered online.

No Braille forms for pilot tests. Large Print forms will be available, but for only one form in each grade/content area.
 * Spiraling is at school level, by content/form type (ex., All WPs for ELA can be spiraled within a school).

ATTACHMENT F**To Exhibit E****CCSS Transition Online Pilot Test Design and Development Specifications****ISTEP+ Multiple-Choice Online CCSS Transition Pilot 2013 (and repeat Pilot in 2014)**

Grade	Content Area	Item Type	% of Forms	Total Item Yield	Areas of Greatest Need
3	Math	10 MC, 2 TE, 2 TE-CR	5	70	TE items Reading: Infusion of new texts (range of text complexity, paired texts, new kinds of informational texts; texts w/graphics/illustrations AND audio or visual incorporated—TE items)
	ELA	10 MC, 2 TE, 2 TE-CR	5	70	
4	Math	10 MC, 2 TE, 2 TE-CR	5	70	TE items Reading: Infusion of new texts (range of text complexity, paired texts, new kinds of informational texts; texts w/graphics/illustrations AND audio or visual incorporated—TE items)
	ELA	10 MC, 2 TE, 2 TE-CR	5	70	
5	Math	10 MC, 2 TE, 2 TE-CR	5	70	TE items Reading: Infusion of new texts (range of text complexity, paired texts, new kinds of informational texts; texts w/graphics/illustrations AND audio or visual incorporated—TE items)
	ELA	10 MC, 2 TE, 2 TE-CR	5	70	
6	Math	10 MC, 2 TE, 2 TE-CR	5	70	TE items Reading: Infusion of new texts (range of text complexity, paired texts, new kinds of informational texts; texts w/graphics/illustrations AND audio or visual incorporated—TE items)
	ELA	10 MC, 2 TE, 2 TE-CR	5	70	

Grade	Content Area	Item Type	No. of Forms	Total Item Yield	Areas of Greatest Need
7	Math	10 MC, 2 TE, 2 TE-CR	5	70	TE items
	ELA	10 MC, 2 TE, 2 TE-CR	5	70	Reading: Infusion of new texts (range of text complexity, paired texts, new kinds of informational texts; texts w/graphics/illustrations AND audio or visual incorporated—TE items)
	SS				
8	Math	10 MC, 2 TE, 2 TE-CR	5	70	TE items
	ELA	10 MC, 2 TE, 2 TE-CR	5	70	Reading: Infusion of new texts (range of text complexity, paired texts, new kinds of informational texts; texts w/graphics/illustrations AND audio or visual incorporated—TE items)

All these forms are administered ONLINE mode only. NO paper/pencil test books for this pilot.

* Practice Items can be added to the beginning of each form

* Braille version of the test is not being planned for as the tests are Online only

Exhibit F

ISTEP+ Renewal Deliverables Overview

Planning meetings, Content/Bias Review meetings, Item selection, and form selection	September 30, 2012
Forms design, print and online production of Applied Skills Operational and Pilot forms	October 31, 2012
Online Technology Registration Survey and Readiness checkpoint; Produce ancillary materials	November 30, 2012
Forms design, print and online production of Multiple-Choice forms and CoreLink Pilot forms	December 31, 2012
Printing and fulfillment of Applied Skills Operational and pilot forms and Test Coordinator kits; Online readiness completion; Test Coordinator trainings	February 28, 2013
Printing and fulfillment of Multiple-Choice forms; Online form production of both operational and CoreLink pilot forms; Pickup of materials, Scan and score Applied Skills tests; Complete Test Coordinator trainings; Begin handscoring Applied Skills test	April 30, 2013
Complete Handscoring; Complete Site readiness checkpoints and Online Multiple-Choice and CoreLink Pilot tests; Pick up, Scan and score Multiple-Choice tests; Score and report all phases of reporting; Plan and conduct Science cut score setting	June 30, 2013
Complete Science reporting based on approved cut scores; Complete rescore and launch of rescore updated reports; including shipping of ISR and Labels to all sites; Deliver technical report	September 30, 2013
Planning meetings, Item and form selection, forms design, print and online production of Applied Skills Operational forms	October 31, 2013
Online Technology Registration Survey and Readiness checkpoint; Produce ancillary materials	November 30, 2013
Forms design, print and online production of Multiple-Choice forms and CoreLink Pilot forms	December 31, 2013
Printing and fulfillment of Applied Skills Operational forms and Test Coordinator kits; Online readiness completion; Test Coordinator trainings	February 28, 2014
Printing and fulfillment of Multiple-Choice forms; Online form production of both operational and CoreLink pilot forms; Pickup of materials, Scan and score Applied Skills tests; Complete Test Coordinator trainings; Begin handscoring Applied Skills test	April 30, 2014
Complete Handscoring; Complete Site readiness checkpoints and Online Multiple-Choice and CoreLink Pilot tests; Pick up, Scan and score Multiple-Choice tests; Score and report all phases of reporting, including shipping ISR and Labels to all sites	June 30, 2014
Complete rescore and launch of rescore updated reports; Deliver final technical report	September 30, 2014

Exhibit G

ISTEP+ Renewal Billing Schedule

2012-13	
September 30, 2012	\$ 998,659
October 31, 2012	\$ 1,125,300
November 30, 2012	\$ 2,250,600
December 31, 2012	\$ 2,925,903
February 28, 2013	\$ 4,746,720
April 30, 2013	\$ 6,388,302
June 30, 2013	\$ 6,282,814
September 30, 2013	\$ 1,020,616
Total	\$25,738,914

2013-14	
October 31, 2013	\$ 1,611,480
November 30, 2013	\$ 1,701,614
December 31, 2013	\$ 2,012,046
February 28, 2014	\$ 3,577,920
April 30, 2014	\$ 4,479,338
June 30, 2014	\$ 5,251,677
September 30, 2014	\$ 1,017,103
Total	\$19,651,178

CTB/McGRAW-HILL LLC
SECRETARY'S CERTIFICATE

I, Daniel Guetta, Secretary of CTB/McGraw-Hill LLC, a Delaware limited liability company ("CTB"), do hereby certify that the following designated employees of CTB or The McGraw-Hill Companies, Inc.

Robert Bahash
Ellen Haley
Douglas M. Hartman
Mark Limbach
Joseph Micallef
Sandor Nagy
Anu Tummala

are hereby authorized to make, sign and enter into bids, quotations, contracts, and agreements with customers for the sale of products or services by CTB, upon such terms and conditions as such designated persons shall deem appropriate; and, further, that such designation is intended to comprehend and include any specified form of authorization with respect to bids, quotations, contracts and agreements with customers of CTB that may be required by any statute, rule or regulation of the United States, any state or municipality or any subdivision or agency thereof; and should any such specified form of authorization be so required, that this designation shall be deemed to be adopted in the form so specified in the statutes, rule or specification.

IN WITNESS WHEREOF, the undersigned has executed this Secretary's Certificate and affixed the seal of CTB as of the 14 day of February, 2012.

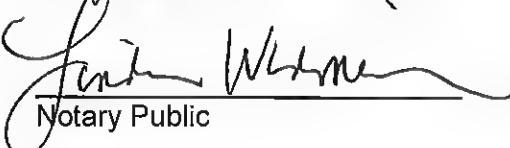


Daniel Guetta
Secretary

CORPORATE SEAL

State of New York
County of New York

Subscribed and sworn to before me on
this 14 day of February, 2012.



Linda Widmer
Notary Public

LINDA WIDMER
Notary Public, State of New York
No. 01WI4985714
Qualified in New York County
Commission Expires August 26, 2013

EXECUTIVE DOCUMENT SUMMARY

State Form 41221 (R10/4-06)

Received

Instructions for completing the EDS and the Contract process.

OCT 26 2010

1. Please read the guidelines on the back of this form.
2. Please type all information.
3. Check all boxes that apply.
4. For amendments / renewals, attach original contract.
5. Attach additional pages if necessary.

10:53
OCT 26 2010

E.F.

DOA Contracts

By

4974 RB/12-20

1. EDS Number: A58-1-11SA-005	2. Date prepared: 8/16/2010
----------------------------------	--------------------------------

3. CONTRACTS & LEASES

<input checked="" type="checkbox"/> Professional/Personal Services	Contract for procured Services
<input type="checkbox"/> Grant	Maintenance
<input type="checkbox"/> Lease	License Agreement
<input type="checkbox"/> Attorney	Amendment# _____
<input type="checkbox"/> MOU	Renewal# _____
<input type="checkbox"/> OPA	Other _____

FISCAL INFORMATION

4. Account Number: 13950-55500.	5. Account Name: TESTING & REMEDIATION
6. Total amount this action: \$49,649,699.00	7. New contract total: \$49,649,698.00
8. Revenue generated this action: \$0.00	9. Revenue generated total contract: \$0.00

10. New total amount for each fiscal year:

Year 2011	\$19,662,862.00
Year 2012	\$29,986,836.00
Year	\$
Year	\$

TIME PERIOD COVERED IN THIS EDS

11. From (month, day, year): 7/1/2010	12. To (month, day, year): 6/30/2012
13. Method of source selection: Bid/Quotation	Negotiated
Emergency	Special Procurement
<input checked="" type="checkbox"/> RFP# 7-93	Other (specify)

35. Will the attached document involve data processing or telecommunications systems(s)?

Yes: IOT or Delegate has signed off on contract

36. Statutory Authority (Cite applicable Indiana or Federal Codes):
IC 20-19-3-5

37. Description of work and justification for spending money. (Please give a brief description of the scope of work included in this agreement.)

The Contractor will (1) provide No Child Left Behind (NCLB) required test for students in grades 3-8 throughout Indiana, (2) develop and pilot items, as necessary, (3) analyze item-level data and create operational test forms, (4) provide the testing materials, including test booklets, answer documents, and test administration manuals, needed for successful test sessions, (5) provide scanning and scoring services, and the Contractor will be responsible for returning results at the student-, school-, school corporation-, and state-level and for providing ancillary documents to assist in the interpretation of test results.

38. Justification of vendor selection and determination of price reasonableness:

Through competition coordinated by the Indiana Department of Administration, the Contractor was selected to provide NCLB-required tests for students in grades 3-8. Based on the proposals submitted, the price is considered reasonable for the services provided.

39. If this contract is submitted late, please explain why. (Required if more than 30 days late.)

This contract was delayed until a determination was made regarding funding source.

40. Agency fiscal officer or representative approval

Janet Rhodes
Janet Rhodes

41. Date Approved

10-21-10

42. Budget agency approval

Spencer
Spencer

43. Date Approved

11-5-10

44. Attorney General's Office approval

R. Ryburn
R. Ryburn

45. Date Approved

11/5/10

46. Agency representative receiving from AG

47. Date Approved



50578-000

8/18/10

RECEIVED
NOV 05 2010
OAG ADVISORY

REQUISITION

Ship To: IN Department of Education
Accounting Dept.
151 W OHIO ST
INDIANAPOLIS IN 46204

Requisition No.	Date	Required Date	Page
0000004290	10/18/2010		1 of 1

Bill to: IN Department of Education
Accounting Dept.
151 W OHIO ST
INDIANAPOLIS IN 46204

Fund/Object/Center:	13950/ 531010 / 555000
Dept Number:	023053
Project Number:	
Requisition Number:	0000004290
Requestor:	M254188
Agency Number:	00700 Department of Education
Facility:	

MUST COMPLETE FOR ICPR

Print REQ

Streamline Eligible

Line	Item	Description	Quantity	UOM	Unit Price	Ext Amt
1-1		TO ENCUMBER FUNDS. RECEIVE BY AMOUNT ONLY. A58111SA005	1.0000	MON	19,662.862.0000	19,662.862.00

Vendor: 0000269835. CTB MCGRAW-HILL LLC

<< THE CONTRACTOR WILL PROCVDE NO CHILD LEFT BEHIND REQUIRED TEST FOR STUDENTS IN GRADES 3-8 THROUGHOUT INDIANA >>

The following UN/CEFACT Unit of Measure
Common Codes are used in this document:
MON Month

Requisition Total \$ 19,662,862.00

<p>I certify that the item[s] requested is [are] necessary for the operation of this State Agency.</p> <p>Printed Name of Agency Head or Authorized Employee Authorized Signature</p>		
<p>Requestor Signature</p> <p><i>G. Welch for M. Covey</i></p>	<p>Beverly Flanagan</p>	<p><i>Beverly D. Flanagan</i></p>

PROFESSIONAL SERVICES CONTR**EDS #A58-1-11SA-005**

This Contract ("this Contract"), entered into by and between the Indiana Department of Education (the "State") and CTB McGraw-Hill (the "Contractor"), is executed pursuant to the terms and conditions set forth herein. In consideration of those mutual undertakings and covenants, the parties agree as follows:

1. Duties of Contractor

Details of the duties are described in Exhibit A and Exhibit B attached herein and incorporated by reference. This represents the State's exercise of its option for the first two-year extension authorized under RFP #7-93, Component 3, Grades 3-8 End of Year Summative Assessments, as further defined herein. RFP #7-93 is Exhibit D attached herein and incorporated by reference.

The Contractor shall provide the following services relative to this Contract:

- A. provide NCLB- required test for students in grades 3-8 throughout Indiana,
- B. develop and pilot items, as necessary,
- C. analyze item-level data and create operational test forms,
- D. provide testing materials, including test booklets, answer documents, and test administration manuals, needed for successful test sessions,
- E. provide scanning and scoring services, and
- F. be responsible for returning results at the student-, school-, school corporation-, and state-level and for providing ancillary documents to assist in the interpretation of test results.

2. Consideration

The Contractor will be paid in accordance with the pricing and payment schedule described in Exhibit C attached and herein incorporated by reference for performing the duties set forth above. Total remuneration under this Contract shall not exceed Forty-nine Million Six Hundred Forty-nine Thousand Six Hundred Ninety-eight Dollars (\$49,649,698).

3. Term

This Contract shall be effective for a period of two years. It shall commence on July 1, 2010 and shall remain in effect through June 30, 2012.

4. Access to Records

The Contractor and its subcontractors, if any, shall maintain all books, documents, papers, accounting records, and other evidence pertaining to all costs incurred under this Contract. They shall make such materials available at their respective offices at all reasonable times during this Contract, and for three (3) years from the date of final payment under this Contract, for inspection by the State or its authorized designees. Copies shall be furnished at no cost to the State if requested.

5. Assignment; Successors

The Contractor binds its successors and assignees to all the terms and conditions of this Contract. The Contractor shall not assign or subcontract the whole or any part of this Contract without the State's prior

written consent. The Contractor may assign its right to receive payments to such third parties as the Contractor may desire without the prior written consent of the State, provided that the Contractor gives written notice (including evidence of such assignment) to the State thirty (30) days in advance of any payment so assigned. The assignment shall cover all unpaid amounts under this Contract and shall not be made to more than one party.

6. Audits

The Contractor acknowledges that it may be required to submit to an audit of funds paid through this Contract. Any such audit shall be conducted in accordance with IC 5-11-1, *et seq.*, and audit guidelines specified by the State.

7. Authority to Bind Contractor

The signatory for the Contractor represents that he/she has been duly authorized to execute this Contract on behalf of the Contractor and has obtained all necessary or applicable approvals to make this Contract fully binding upon the Contractor when his/her signature is affixed, and accepted by the State.

8. Changes in Work

The Contractor shall not commence any additional work or change the scope of the work until authorized in writing by the State. The Contractor shall make no claim for additional compensation in the absence of a prior written approval and amendment executed by all signatories hereto. This Contract may only be amended, supplemented or modified by a written document executed in the same manner as this Contract.

9. Compliance with Laws

- A. The Contractor shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances, and all provisions required thereby to be included herein are hereby incorporated by reference. The enactment or modification of any applicable state or federal statute or the promulgation of rules or regulations thereunder after execution of this Contract shall be reviewed by the State and the Contractor to determine whether the provisions of this Contract require formal modification.
- B. The Contractor and its agents shall abide by all ethical requirements that apply to persons who have a business relationship with the State as set forth in IC 4-2-6, *et seq.*, IC 4-2-7, *et seq.*, the regulations promulgated thereunder, and Executive Order 04-08, dated April 27, 2004. If the Contractor is not familiar with these ethical requirements, the Contractor should refer any questions to the Indiana State Ethics Commission, or visit the Indiana State Ethics Commission website at <http://www.in.gov/ethics/>. If the Contractor or its agents violate any applicable ethical standards, the State may, in its sole discretion, terminate this Contract immediately upon notice to the Contractor. In addition, the Contractor may be subject to penalties under IC §§ 4-2-6, 4-2-7, 35-44-1-3, and under any other applicable laws.
- C. The Contractor certifies by entering into this Contract that neither it nor its principal(s) is presently in arrears in payment of taxes, permit fees or other statutory, regulatory or judicially required payments to the State of Indiana. The Contractor agrees that any payments currently due to the State of Indiana may be withheld from payments due to the Contractor. Additionally, further work or payments may be withheld, delayed, or denied and/or this Contract suspended until the Contractor is current in its payments and has submitted proof of such payment to the State.

- D. The Contractor warrants that it has no current, pending or outstanding criminal, civil, or enforcement actions initiated by the State, and agrees that it will immediately notify the State of any such actions. During the term of such actions, the Contractor agrees that the State may delay, withhold, or deny work under any supplement, amendment, change order or other contractual device issued pursuant to this Contract.
- E. If a valid dispute exists as to the Contractor's liability or guilt in any action initiated by the State or its agencies, and the State decides to delay, withhold, or deny work to the Contractor, the Contractor may request that it be allowed to continue, or receive work, without delay. The Contractor must submit, in writing, a request for review to the Indiana Department of Administration (DOA) following the procedures for disputes outlined herein. A determination by DOA shall be binding on the parties. Any payments that the State may delay, withhold, deny, or apply under this section shall not be subject to penalty or interest, except as permitted by IC 5-17-5.
- F. The Contractor warrants that the Contractor and its subcontractors, if any, shall obtain and maintain all required permits, licenses, registrations, and approvals, and shall comply with all health, safety, and environmental statutes, rules, or regulations in the performance of work activities for the State. Failure to do so may be deemed a material breach of this Contract and grounds for immediate termination and denial of further work with the State.
- G. The Contractor affirms that, if it is an entity described in IC Title 23, it is properly registered and owes no outstanding reports to the Indiana Secretary of State.
- H. As required by IC 5-22-3-7:
 - (1) The Contractor and any principals of the Contractor certify that:
 - (A) the Contractor, except for de minimis and nonsystematic violations, has not violated the terms of:
 - (i) IC 24-4.7 [Telephone Solicitation Of Consumers];
 - (ii) IC 24-5-12 [Telebooe Solicitatioos]; or
 - (iii)IC 24-5-14 [Regulation of Automatic Dialing Machines];
 - in the previous three hundred sixty-five (365) days, even if IC 24-4.7 is preempted by federal law; and
 - (B) the Contractor will not violate the terms of IC 24-4.7 for the duration of the Contract, even if IC 24-4.7 is preempted by federal law.
 - (2) The Contractor and any principals of the Contractor certify that an affiliate or principal of the Contractor and any agent acting oo behalf of the Cootractor or on behalf of an affiliate or principal of the Contractor
 - (A) except for de minimis and nonsystematic violations, has not violated the terms of IC 24-4.7 in the previous three huodred sixty-five (365) days, even if IC 24-4.7 is preempted by federal law; and
 - (B) will not violate the terms of IC 24-4.7 for the duration of the Contract, even if IC 24-4.7 is preempted by federal law.

10. Condition of Payment

All services provided by the Contractor under this Contract must be performed to the State's reasonable satisfaction, as determined at the discretion of the undersigned State representative and in accordance with all applicable federal, state, local laws, ordinances, rules and regulations. The State shall not be required to pay for work found to be unsatisfactory, inconsistent with this Contract or performed in violation of and federal, state or local statute, ordinance, rule or regulation.

11. Confidentiality of State Information

The Contractor understands and agrees that data, materials, and information disclosed to the Contractor may contain confidential and protected information. The Contractor covenants that data, material, and information gathered, based upon or disclosed to the Contractor for the purpose of this Contract, will not be disclosed to or discussed with third parties without the prior written consent of the State.

The parties acknowledge that the services to be performed by Contractor for the State under this contract may require or allow access to data, materials, and information containing Social Security numbers maintained by the State in its computer system or other records. In addition to the covenant made above in this section and pursuant to 10 IAC 5-3-1(4), the Contractor and the State agree to comply with the provisions of IC 4-1-10 and IC 4-1-11. If any Social Security number(s) is/are disclosed by Contractor, Contractor agrees to pay the cost of the notice of disclosure of a breach of the security of the system in addition to any other claims and expenses for which it is liable under the terms of this contract.

12. Continuity of Services

- A. The Contractor recognizes that the service(s) to be performed under this Contract are vital to the State and must be continued without interruption and that, upon Contract expiration, a successor, either the State or another contractor, may continue them. The Contractor agrees to:
 1. Furnish phase-in training; and
 2. Exercise its best efforts and cooperation to effect an orderly and efficient transition to a successor.
- B. The Contractor shall, upon the State's written notice:
 1. Furnish phase-in, phase-out services for up to sixty (60) days after this Contract expires; and
 2. Negotiate in good faith a plan with a successor to determine the nature and extent of phase-in, phase-out services required.

The plan shall specify a training program and a date for transferring responsibilities for each division of work described in the plan, and shall be subject to the State's approval. The Contractor shall provide sufficient experienced personnel during the phase-in, phase-out period to ensure that the services called for by this Contract are maintained at the required level of proficiency.

- C. The Contractor shall allow as many personnel as practicable to remain on the job to help the successor maintain the continuity and consistency of the services required by this Contract. The Contractor also shall disclose necessary personnel records and allow the successor to conduct on-site interviews with these employees. If selected employees are agreeable to the change, the Contractor shall release them at a mutually agreeable date and negotiate transfer of their earned fringe benefits to the successor.
- D. The Contractor shall be reimbursed for all reasonable phase-in, phase-out costs (i.e., costs incurred within the agreed period after contract expiration that result from phase-in, phase-out operations).

13. Debarment and Suspension

- A. The Contractor certifies by entering into this Contract that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or

voluntarily excluded from entering into this Contract by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this Contract means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the Contractor.

B. The Contractor certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under this Contract and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The Contractor shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed under this Contract.

14. Default by State

If the State, sixty (60) days after receipt of written notice, fails to correct or cure any material breach of this Contract, the Contractor may cancel and terminate this Contract and institute the appropriate measures to collect monies due up to and including the date of termination.

15. Disputes

A. Should any disputes arise with respect to this Contract, the Contractor and the State agree to act immediately to resolve such disputes. Time is of the essence in the resolution of disputes.

B. The Contractor agrees that, the existence of a dispute notwithstanding, it will continue without delay to carry out all of its responsibilities under this Contract that are not affected by the dispute. Should the Contractor fail to continue to perform its responsibilities regarding all non-disputed work, without delay, any additional costs incurred by the State or the Contractor as a result of such failure to proceed shall be borne by the Contractor, and the Contractor shall make no claim against the State for such costs.

C. If a party to the Contract is not satisfied with the progress toward resolving a dispute, the party must notify in writing the other party of this dissatisfaction. Upon written notice, the parties have ten (10) working days, unless the parties mutually agree to extend this period, following the notification to resolve the dispute. If the dispute is not resolved within ten (10) working days, a dissatisfied party will submit the dispute in writing according to the following procedure:

1. The parties agree to resolve such matters through submission in writing of their dispute to the Commissioner of the Indiana Department of Administration. The Commissioner shall reduce a decision to writing and mail or otherwise furnish a copy thereof to the Contractor and the State within ten (10) working days after presentation of such dispute for action. The presentation may include a period of negotiations, clarifications, and mediation sessions and will not terminate until the Commissioner or one of the parties concludes that the presentation period is over. The Commissioner's decision shall be final and conclusive unless either party mails or otherwise furnishes to the Commissioner, within ten (10) working days after receipt of the Commissioner's decision, a written appeal. Within ten (10) working days of receipt by the Commissioner of a written request for appeal, the decision may be reconsidered. If no reconsideration is provided within ten (10) working days, the parties may mutually agree to submit the dispute to arbitration or mediation for a determination. If a party is not satisfied with the Commissioner's ultimate decision, the dissatisfied party may submit the dispute to an Indiana court of competent jurisdiction.

2. The State may withhold payments on disputed items pending resolution of the dispute. The unintentional nonpayment by the State to the Contractor of one or more invoices not in dispute in accordance with the terms of this Contract will not be cause for the Contractor to terminate this Contract, and the Contractor may bring suit to collect these amounts without following the disputes procedure contained herein.

16. Drug-Free Workplace Certification

The Contractor hereby covenants and agrees to make a good faith effort to provide and maintain a drug-free workplace. The Contractor will give written notice to the State within ten (10) days after receiving actual notice that the Contractor or an employee of the Contractor in the State of Indiana has been convicted of a criminal drug violation occurring in the workplace. False certification or violation of this certification may result in sanctions including, but not limited to, suspension of contract payments, termination of this Contract and/or debarment of contracting opportunities with the State for up to three (3) years.

In addition to the provisions of the above paragraphs, if the total contract amount set forth in this Contract is in excess of \$25,000.00, the Contractor hereby further agrees that this Contract is expressly subject to the terms, conditions, and representations of the following certification:

This certification is required by Executive Order No. 90-5, April 12, 1990, issued by the Governor of Indiana. No award of a contract shall be made, and no contract, purchase order or agreement, the total amount of which exceeds \$25,000.00, shall be valid, unless and until this certification has been fully executed by the Contractor and made a part of the contract or agreement as part of the contract documents.

The Contractor certifies and agrees that it will provide a drug-free workplace by:

- A. Publishing and providing to all of its employees a statement notifying them that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the Contractor's workplace, and specifying the actions that will be taken against employees for violations of such prohibition;
- B. Establishing a drug-free awareness program to inform its employees of (1) the dangers of drug abuse in the workplace; (2) the Contractor's policy of maintaining a drug-free workplace; (3) any available drug counseling, rehabilitation and employee assistance programs; and (4) the penalties that may be imposed upon an employee for drug abuse violations occurring in the workplace;
- C. Notifying all employees in the statement required by subparagraph (A) above that as a condition of continued employment, the employee will (1) abide by the terms of the statement; and (2) notify the Contractor of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) days after such conviction;
- D. Notifying the State in writing within ten (10) days after receiving notice from an employee under subdivision (C)(2) above, or otherwise receiving actual notice of such conviction;
- E. Within thirty (30) days after receiving notice under subdivision (C)(2) above of a conviction, imposing the following sanctions or remedial measures on any employee who is convicted of drug abuse violations occurring in the workplace: (1) taking appropriate personnel action against the employee, up to and including termination; or (2) requiring such employee to satisfactorily participate

in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health, law enforcement, or other appropriate agency; and

F. Making a good faith effort to maintain a drug-free workplace through the implementation of subparagraphs (A) through (E) above.

17. Employment Option

If the State determines that it would be in the State's best interest to hire an employee of the Contractor, the Contractor will release the selected employee from any non-compete agreements that may be in effect. This release will be at no cost to the State or the employee.

18. Force Majeure

In the event that either party is unable to perform any of its obligations under this Contract or to enjoy any of its benefits because of natural disaster or decrees of governmental bodies not the fault of the affected party (hereinafter referred to as a "Force Majeure Event"), the party who has been so affected shall immediately give notice to the other party and shall do everything possible to resume performance. Upon receipt of such notice, all obligations under this Contract shall be immediately suspended. If the period of nonperformance exceeds thirty (30) days from the receipt of notice of the Force Majeure Event, the party whose ability to perform has not been so affected may, by giving written notice, terminate this Contract.

19. Funding Cancellation

When the Director of the State Budget Agency makes a written determination that funds are not appropriated or otherwise available to support continuation of performance of this Contract, this Contract shall be canceled. A determination by the Director of SBA that funds are not appropriated or otherwise available to support continuation of performance shall be final and conclusive.

20. Governing Laws

This Contract shall be construed in accordance with and governed by the laws of the State of Indiana, and suit, if any, must be brought in the State of Indiana.

21. Indemnification

The Contractor agrees to indemnify, defend, and hold harmless the State, its agents, officials, and employees from all claims and suits including court costs, attorney's fees, and other expenses caused by any act or omission of the Contractor and/or its subcontractors, if any, in the performance of this Contract. The State shall not provide such indemnification to the Contractor.

22. Independent Contractor

Both parties hereto, in the performance of this Contract, shall act in an individual capacity and not as agents, employees, partners, joint venturers or associates of one another. The employees or agents of one party shall not be deemed or construed to be the employees or agents of the other party for any purposes whatsoever. Neither party will assume liability for any injury (including death) to any persons, or damage to any property, arising out of the acts or omissions of the agents, employees or subcontractors of the other party.

The Contractor shall be responsible for providing all necessary unemployment and workers' compensation insurance for the Contractor's employees.

23. Information Technology Enterprise Architecture Requirements

If the Contractor provides any information technology related products or services to the State, the Contractor shall comply with all IOT standards, policies and guidelines, which are online at <http://iot.in.gov/architecture/>. The Contractor specifically agrees that all hardware, software and services provided to or purchased by the State shall be compatible with the principles and goals contained in the electronic and information technology accessibility standards adopted under Section 508 of the Federal Rehabilitation Act of 1973 (29 U.S.C. 794d) and IC 4-13.1-3. Any deviation from these architecture requirements must be approved in writing by IOT in advance. The State may terminate this Contract for default if the Contractor fails to cure a breach of this provision within a reasonable time.

24. Insurance (This clause deleted by agreement of the parties)

25. Key Person(s) (This clause deleted by agreement of the parties)

26. Licensing Standards

The Contractor, its employees and subcontractors shall comply with all applicable licensing standards, certification standards, accrediting standards and any other laws, rules, or regulations governing services to be provided by the Contractor pursuant to this Contract. The State will not pay the Contractor for any services performed when the Contractor, its employees or subcontractors are not in compliance with such applicable standards, laws, rules, or regulations. If any license, certification or accreditation expires or is revoked, or any disciplinary action is taken against an applicable license, certification, or accreditation, the Contractor shall notify the State immediately and the State, at its option, may immediately terminate this Contract.

27. Merger & Modification

This Contract constitutes the entire agreement between the parties. No understandings, agreements, or representations, oral or written, not specified within this Contract will be valid provisions of this Contract. This Contract may not be modified, supplemented, or amended, except by written agreement signed by all necessary parties.

28. Minority and Women's Business Enterprises Compliance

The Contractor agrees to comply fully with the provisions of 25 IAC 5 and the Subcontractor Commitment submitted to the State. No changes may be made to the commitment without the written approval of the Minority and Women's Enterprises Division of IDOA.

The following MBE's and WBE's listed on the Minority and Women's Business Enterprises Division directory of certified firms will be participating in this Contract.

<u>MBE/WBE</u>	<u>PHONE</u>	<u>COMPANY NAME</u>	<u>SCOPE OF PRODUCTS and/or SERVICES</u>	<u>UTILIZATION DATE</u>	<u>AMOUNT</u>
WBE	317/578-7225	All Pack Specialists	Provide corrugated boxes	7/10 to 3/12	\$100,000
WBE	260/434-0990	Brilient LLC	Training Services including technology services, onsite training and site survey	12/10 to 4/12	\$184,320

<u>WBE</u>	<u>317/872-4490</u>	Langham Logistics	Transportation and logistics	<u>9/10 to 4/12</u>	<u>\$1,500,000</u>
<u>MBE</u>	<u>214/550-6124</u>	Dployit	Professional staffing for contract employees	<u>9/10 to 5/12</u>	<u>\$2,300,000</u>
<u>WBE</u>	<u>856/486-0066</u>	Interactive Printing* and Packaging	Printing large print books, manipulatives, paper bands, stack cards and other materials	<u>5/10 to 1/12</u>	<u>\$359,090</u>

*(Certification in process)

The Contractor agrees to submit a copy of the agreement entered into between the Contractor and each MBE/WBE subcontractor where the State took the selection of the MBE/WBE by the Contractor into consideration when issuing the procurement award. The copy of the agreement must be submitted to the MWBE Division in IDOA within ninety (90) days of the execution of the contract between the Contractor and the State. The Contractor also agrees to send all amendments, changes, and terminations to these agreements to the MWBE Division in IDOA within ninety (90) days of their execution. Failure to provide a copy of the agreement or subsequent amendment, change, and termination may result in exclusion from future State procurements. If the Contractor is not excluded from future procurements, the actions or inactions of the Contractor with regard to the above will be taken into account in all phases and scoring in future procurements. In addition, the Contractor must obtain the approval of the Division before changing any MBE/WBE participation plan submitted in connection with this Contract.

29. Nondiscrimination

This covenant is enacted pursuant to the Indiana Civil Rights Law, specifically including IC 22-9-1-10, and in keeping with the purposes of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, and the Americans with Disabilities Act. Breach of this covenant may be regarded as a material breach of this Contract, but nothing in this covenant shall be construed to imply or establish an employment relationship between the State and any applicant or employee of the Contractor or any subcontractor.

Pursuant to the Indiana Civil Rights Law, specifically including IC 22-9-1-10, and in keeping with the purposes of the federal Civil Rights Act of 1964, the Age Discrimination in Employment Act, and the Americans with Disabilities Act, the Contractor covenants that it shall not discriminate against any employee or applicant for employment relating to this Contract with respect to the hire, tenure, terms, conditions or privileges of employment or any matter directly or indirectly related to employment, because of the employee or applicant's: race, color, national origin, religion, sex, age, disability, ancestry, status as a veteran, or any other characteristic protected by federal, state, or local law ("Protected Characteristics"). Furthermore, Contractor certifies compliance with applicable federal laws, regulations, and executive orders prohibiting discrimination based on the Protected Characteristics in the provision of services.

30. Notice to Parties

Whenever any notice, statement or other communication is required under this Contract, it shall be sent to the following addresses, unless otherwise specifically advised.

A. Notices to the State shall be sent to:

Michele Walker
Director of Student Assessment
Indiana Department of Education
151 W. Ohio Street
Indianapolis, IN 46204

B. Notices to the Contractor shall be sent to:

Leslie Strickland
Program Manager
CTB McGraw-Hill
20 Ryan Ranch Road
Monterey, CA 93940

C. As required by IC 4-13-2-14.8, payments to the Contractor shall be made via electronic funds transfer in accordance with instructions filed by the Contractor with the Indiana Auditor of State.

31. Order of Precedence; Incorporation by Reference

Any inconsistency or ambiguity in this Contract shall be resolved by giving precedence in the following order: (1) This Contract, (2) attachments prepared by the State, (3) RFP#7-93, (4) Contractor's response to RFP#7-93, and (5) attachments prepared by the Contractor. All of the foregoing are incorporated fully by reference. All attachments, and all documents referred to in this paragraph are hereby incorporated fully by reference.

32. Ownership of Documents and Materials

All documents, records, programs, data, film, tape, articles, memoranda, and other materials not developed or licensed by the Contractor prior to execution of this Contract, but specifically developed under this Contract shall be considered "work for hire" and the Contractor transfers any ownership claim to the State and all such materials will be the property of the State. Use of these materials, other than related to contract performance by the Contractor, without the prior written consent of the State, is prohibited. During the performance of this Contract, the Contractor shall be responsible for any loss of or damage to these materials developed for or supplied by the State and used to develop or assist in the services provided while the materials are in the possession of the Contractor. Any loss or damage thereto shall be restored at the Contractor's expense. The Contractor shall provide the State full, immediate, and unrestricted access to the work product during the term of this Contract.

33. Payments

- A. All payments shall be made in arrears in conformance with State fiscal policies and procedures and, as required by IC 4-13-2-14.8, by electronic funds transfer to the financial institution designated by the Contractor in writing unless a specific waiver has been obtained from the Indiana Auditor of State. No payments will be made in advance of receipt of the goods or services that are the subject of this Contract except as permitted by IC 4-13-2-20.**
- B. The State Budget Agency and the Contractor acknowledge that Contractor is being paid in advance for the maintenance of equipment and / or software. Pursuant to IC 4-13-2-20(b)(14), Contractor agrees that if it fails to perform the maintenance required under this Contract, upon receipt of written**

notice from the State, it shall promptly refund the consideration paid, pro-rated through the date of non-performance.

- C. All accounts will be closed sixty (60) days after the Expiration Date of this Contract Agreement. Any invoice submitted after sixty (60) days will not be reimbursed by the State.
- D. The Contractor agrees to abide by the Contract Budget; except that, subject to written approval of the State Project Director, budget line item amounts may be transferred to other Contract budget line items. The maximum amount that may be transferred from any one Contract budget line item is equal to ten percent (10%) of the original budget line item amount.

34. Penalties/Interest/Attorney's Fees

The State will in good faith perform its required obligations hereunder and does not agree to pay any penalties, liquidated damages, interest or attorney's fees, except as permitted by Indiana law, in part, IC 5-17-5, IC 34-54-8, and IC 34-13-1.

Notwithstanding the provisions contained in IC 5-17-5, any liability resulting from the State's failure to make prompt payment shall be based solely on the amount of funding originating from the State and shall not be based on funding from federal or other sources.

35. Progress Reports

The Contractor shall submit progress reports to the State upon request. The report shall be oral, unless the State, upon receipt of the oral report, should deem it necessary to have it in written form. The progress reports shall serve the purpose of assuring the State that work is progressing in line with the schedule, and that completion can be reasonably assured on the scheduled date.

36. Renewal Option

This Contract may be renewed under the same terms and conditions, subject to the approval of the Commissioner of the Department of Administration and the State Budget Director in compliance with IC 5-22-17-4. The term of the renewed contract may not be longer than the term of the original contract.

37. Security and Privacy of Health Information

The Contractor agrees to comply with all requirements of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) in all activities related to this Contract, to maintain compliance throughout the life of this Contract, to operate any systems used to fulfill the requirements of this Contract in full compliance with HIPAA and to take no action which adversely affects the State's HIPAA compliance.

The parties acknowledge that the Department of Health and Human Services has issued the Final Rule, as amended from time to time, on the Standards for Privacy of Individually Identifiable Health Information, as required by HIPAA. To the extent required by the provisions of HIPAA and regulations promulgated thereunder, the Contractor covenants that it will appropriately safeguard Protected Health Information (PHI), as defined by the regulations, which is made available to or obtained by the Contractor in the course of its work under this Contract. The Contractor agrees to comply with applicable requirements of law relating to PHI with respect to any task or other activity it performs for the State as required by the final regulations.

38. Severability

The invalidity of any section, subsection, clause or provision of this Contract shall not affect the validity of the remaining sections, subsections, clauses or provisions of this Contract.

39. Substantial Performance

This Contract shall be deemed to be substantially performed only when fully performed according to its terms and conditions and any written amendments or supplements.

40. Taxes

The State is exempt from most state and local taxes and many federal taxes. The State will not be responsible for any taxes levied on the Contractor as a result of this Contract.

41. Termination for Convenience

This Contract may be terminated, in whole or in part, by the State, which shall include and is not limited to the Indiana Department of Administration and the State Budget Agency whenever, for any reason, the State determines that such termination is in its best interest. Termination of services shall be effected by delivery to the Contractor of a Termination Notice at least thirty (30) days prior to the termination effective date, specifying the extent to which performance of services under such termination becomes effective. The Contractor shall be compensated for services properly rendered prior to the effective date of termination. The State will not be liable for services performed after the effective date of termination. The Contractor shall be compensated for services herein provided but in no case shall total payment made to the Contractor exceed the original contract price or shall any price increase be allowed on individual line items if canceled only in part prior to the original termination date. For the purposes of this paragraph, the parties stipulate and agree that the Indiana Department of Administration shall be deemed to be a party to this agreement with authority to terminate the same for convenience when such termination is determined by the Commissioner of IDOA to be in the best interests of the State.

42. Termination for Default

- A. With the provision of thirty (30) days notice to the Contractor, the State may terminate this Contract in whole or in part if the Contractor fails to:
 1. Correct or cure any breach of this Contract; the time to correct or cure the breach may be extended beyond thirty (30) days if the State determines progress is being made and the extension is agreed to by the parties;
 2. Deliver the supplies or perform the services within the time specified in this Contract or any extension;
 3. Make progress so as to endanger performance of this Contract; or
 4. Perform any of the other provisions of this Contract.
- B. If the State terminates this Contract in whole or in part, it may acquire, under the terms and in the manner the State considers appropriate, supplies or services similar to those terminated, and the Contractor will be liable to the State for any excess costs for those supplies or services. However, the Contractor shall continue the work not terminated.

- C. The State shall pay the contract price for completed supplies delivered and services accepted. The Contractor and the State shall agree on the amount of payment for manufacturing materials delivered and accepted and for the protection and preservation of the property. Failure to agree will be a dispute under the Disputes clause. The State may withhold from these amounts any sum the State determines to be necessary to protect the State against loss because of outstanding liens or claims of former lien holders.
- D. The rights and remedies of the State in this clause are in addition to any other rights and remedies provided by law or equity or under this Contract.

43. Travel

No expenses for travel will be reimbursed unless specifically permitted under the scope of services or consideration provisions. Expenditures made by the Contractor for travel will be reimbursed at the current rate paid by the State and in accordance with the State Travel Policies and Procedures as specified in the current Financial Management Circular. Out-of-state travel requests must be reviewed by the State for availability of funds and for appropriateness per Circular guidelines.

44. Waiver of Rights

No right conferred on either party under this Contract shall be deemed waived, and no breach of this Contract excused, unless such waiver is in writing and signed by the party claimed to have waived such right. Neither the State's review, approval or acceptance of, nor payment for, the services required under this Contract shall be construed to operate as a waiver of any rights under this Contract or of any cause of action arising out of the performance of this Contract, and the Contractor shall be and remain liable to the State in accordance with applicable law for all damages to the State caused by the Contractor's negligent performance of any of the services furnished under this Contract.

45. Work Standards

The Contractor shall execute its responsibilities by following and applying at all times the highest professional and technical guidelines and standards. If the State becomes dissatisfied with the work product of or the working relationship with those individuals assigned to work on this Contract, the State may request in writing the replacement of any or all such individuals, and the Contractor shall grant such request.

46. State Boilerplate Affirmation Clause

I swear or affirm under the penalties of perjury that I have not altered, modified, changed or deleted the State's Boilerplate contract clauses (as contained in the 2010 OAG/ IDOA *Professional Services Contract Manual*) in any way except for the following clauses which are named below:

- 2. Consideration (First sentence modified to reference to pricing and payment schedule in Exhibit C).
- 24. Insurance (Entire clause deleted by agreement of the parties)
- 25. Key Person(s) (Entire clause deleted by agreement of the parties)
- 33. Payments (Items C, billing period added and Item D, budget transfer information added)

47. Liquidated Damages (Added)

General timelines for deliverables and services under this Contract are set forth in Exhibit A (Work Scope) hereto.

A. It is hereby agreed that, without limitation to other rights and remedies of the State under this Contract, the State shall be entitled to liquidated damages for the Contractor's failure to deliver, pursuant to the provisions of the Contract, any of the following five (5) deliverables:

- (1) paper testing materials delivery;
- (2) print reports delivery;
- (3) "INORS" summary report delivery;
- (4) "Parent Network" report delivery; and
- (5) "OAS" online testing delivery, which is defined as uninterrupted CTB system availability every school day from 7:00 a.m. to 6:00 p.m. Eastern time for the two weeks prior to the testing window and during the entire testing window

in accordance with the Program Milestones and Critical Dates for each year of the Contract as specified in Exhibit A hereto. In the event of the Contractor's failure, liquidated damages shall begin to accrue the calendar day of such failure of Contractor to perform. The State shall be entitled to liquidated damages in the amount of \$50,000 per day for each of the first five (5) calendar days of the Contractor's failure to deliver, \$150,000 per day for each of the next five (5) calendar days (days 6-10) and \$250,000 per day for each calendar day thereafter until such time that the Contractor cures the failure to deliver. The liquidated damages for any single delivery failure shall not exceed 10% of the current contract amount.

B. It is hereby agreed further that, without limitation to other rights and remedies of the State under this Contract, the State shall be entitled to liquidated damages for the Contractor's failure to deliver specified deliverables or complete specified tasks pursuant to the Contract and not otherwise specified in paragraph A above, in accordance with the Program Milestones and Critical Dates for each year of the Contract as specified in Attachments F and G within Exhibit A hereto. The State shall provide the Contractor with written notice of the Contractor's failure to perform, and the Contractor shall have five (5) calendar days from receipt of the written notice to cure the failure without penalty. In the event that the Contractor fails to cure within the prescribed time period, liquidated damages shall begin to accrue, and the State shall be entitled to liquidated damages in the amount of \$25,000 per day for each of the first five (5) calendar days after the time period for curing without penalty has elapsed and \$100,000 per day for each calendar day thereafter until such time that the Contractor cures the failure to deliver or otherwise perform. The liquidated damages for any single delivery or performance failure shall not exceed 10% of the current contract amount.

C. It is agreed that liquidated damages will not accrue against the Contractor for failure to meet an original Program Milestone or Critical Date if, prior to the specific Program Milestone or Critical Date, the parties hereto mutually agree upon a change of date for a Program Milestone or Critical Date, and an amendment incorporating the change of date is executed by the parties to the Contract. However, liquidated damages as described in paragraphs A and B above are applicable should the Contractor fail to perform in accordance with the amended Program Milestones and Critical Dates deadline(s).

D. It is agreed that, should the Contractor be prevented from timely performing its obligations hereunder by a *force majeure* event, including the State's acts or failure to act in its sovereign and contractual capacity such as a change in the scope of work or the failure to provide required approvals, the Contractor's time to perform shall be extended for the period of delay resulting from such event(s) as determined by the State.

Non-Collusion and Acceptance

The undersigned attests, subject to the penalties for perjury, that he/she is the Contractor, or that he/she is the properly authorized representative, agent, member or officer of the Contractor, that he/she has not, nor has any other member, employee, representative, agent or officer of the Contractor, directly or indirectly, to the best of the undersigned's knowledge, entered into or offered to enter into any combination, collusion or agreement to receive or pay, and that he/she has not received or paid, any sum of money or other consideration for the execution of this Contract other than that which appears upon the face of this Contract.

In Witness Whereof, Contractor and the State have, through their duly authorized representatives, entered into this Contract. The parties, having read and understood the foregoing terms of this Contract, do by their respective signatures dated below hereby agree to the terms thereof.

CTB McGraw-Hill:

By: Ellen Haley
Printed Name: ELLEN HALEY
Title: PRESIDENT
Date: 7 OCTOBER 2010

Attested By: Jim Williams
Printed Name: State Contracts Manager
Date: 10/07/10

Indiana Office of Technology:

By: Brian Arrowood
Printed Name: Brian Arrowood
Title: Chief Information Officer
Date: 10-25-10

Indiana Department of Education:

By: Dr. Tony Bennett
Title: Superintendent of Public Instruction
Date: 10/21/10

Department of Administration

By: Robert D. Wylie (for)
Title: Commissioner
Date: 10/27/10

State Budget Agency

By: Adam M. Horst (for)
Title: Director
Date: 11-5-10

APPROVED as to Form and Legality:

Office of the Attorney General

By: Richard L. Benna (for)
Title: Attorney General
Date: November 5, 2010

EXHIBIT A

CTB/McGraw-Hill ISTEP+

Indiana Statewide Test of Educational Progress Plus

July 1, 2010

to

June 30, 2012

Contract Extension SOW

V1.5

Mark Heidorn, Program Director

Leslie Strickland, Program Manager

Shelby Gallagher, Program Manager

Cece Robinson, Program Office Coordinator

EXHIBIT A

SCOPE OF WORK

NOTE: Within this Exhibit A references to "CTB" and "McGraw-Hill," indicate the "Contractor"; references to "IDOE" indicate the State and references to "ISTEP+" indicates the Project's name under this Contract.

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EXECUTIVE SUMMARY

This is a two-year extension option to the original Component #3 contract covering the Spring 2011 and Spring 2012 administrations.

Grades 3 through 8 will be included in these test administrations. Both administrations will test E/LA and Math for Grades 3-8, Science for Grades 4 and 6, and Social Studies for Grades 5 and 7.

With the exception of the Student Label and one copy of Student Report, all reports will be online.

There will be two testing windows as in the previous two years; one for Applied Skills (constructed-response items to be administered in early March) and one for Multiple-Choice (late April/early May).

In Spring 2011 and 2012, 20% of the student population will take Applied Skills and 20% of the student population will take Multiple-Choice online through the OAS application. For Applied Skills, 100% of Math and Science will be taken in paper and pencil.

All content areas of the Multiple-Choice portion of the test will be administered online. Only one online form will be available.

There is a 7-calendar day turnaround time for reports after the receipt of the Multiple-Choice portion of the test (late April/early May). If less than 20% of the students test online for Multiple-Choice, the turnaround time will be negotiated with the IDOE.

PROGRAM CONTACTS AND COMMUNICATION

Team Meeting Schedule: The Program Management Team Meetings will be held:
Every Thursday at 10:00 – 11:00 a.m. in the Fishbowl CR

Job numbers: C1007/D1007 Spring 2011 and Spring 2012

Table 1 - Key IDOE Staff

Name	Position	Telephone	Email
Wes Bruce	Chief Assessment Officer	317-232-9054	wbruce@doe.in.gov
Michele Walker	Director of Student Assessment	317-232-9051	mwalker@doe.in.gov
Charity Flores	Assistant Director of Student Assessment	317-232-9050	cflores@doe.in.gov
Linda Potter	Assessment Support Specialist	317-232-9056	lpotter@doe.in.gov
Sharon Watts	Accreditation Assessment & Licensing Support Specialist	317-232-9050	swats@doe.in.gov
Michelle Wenzel	Mathematics Assessment Specialist	317-234-0503	mwenzel@doe.in.gov
Jim Mirabelli	Mathematics Assessment Specialist	317-234-5602	jmirabel@doe.in.gov
Kelly Connally	E/LA Assessment Specialist	317-232-0816	kconnally@doe.in.gov
Beth Reel	E/LA Assessment Specialist		breal@doe.in.gov
Cindy Hopkins	Science/Diagnostic Assessment Specialist	317-232-9050	chopkins@doe.in.gov
Cheryl Hustedt	Core 40 End-of-Course Assessment Specialist	317-234-0231	chustedt@doe.in.gov
Jennifer Thompson	National Assessment of Educational Progress Specialist (aka NAEP Specialist)	317-232-9050	jthompson@doe.in.gov

Table 2 - Key CTB Staff

Program Director: Mark Heidom 850-878-3854

Program Manager: Leslie Strickland x7401

Program Office Coordinator: Cece Robinson x7193

Financial Analyst: Sonja Aldisert x7686

Field Rep: Jerry McCanna 317-581-9404

Program Manager: Shelby Gallagher x7611

PSA: Lisa Staalenburg x6855

State Solutions Manager: Linn Williams x7896

Project Managers

Development:

Production Lead:

Manufacturing/Fulfillment:

Scoring:

Technology & Research:

Krista Bobbitt 805-466-2921

Leslie Simon x7268

Will Fredricks 630-789-4584

Amanda Hill 317-205-0220

Shiva Doreswamy x7135

Resource Managers

Development:

Production:

Ancillary:

Manufacturing:

Scoring:

Enrollment, Fulfillment & Delivery:

Document Processing & Report Generation:

Software:

Research:

Krista Bobbitt 805-466-2921

Carolyn Suorsa x6404

Krista Bobbitt 805-466-2921

Jennifer Morgan x7895

Antonia Deoudes x7471

Rich Johnson x7351

Debbie Mucke x7459 & Shirley Espiritu-Nimis x7260

Shiva Doreswamy x7135

Antonia Deoudes x7471

Program Description

Contract duration: 2010-2012 E/LA, Math, Science, and Social Studies
Fiscal Year Duration July 1-June 30
Scope of this Design: Spring 2011 and Spring 2012 Test Administrations
Document and Materials Development
Ancillary Materials Development and Production
Document and Materials Production
Software Application Customizing
Assessment Design and Analysis
Enrollment, Fulfillment and Delivery
Document and Materials Manufacturing
Document Processing
Report Generation and Delivery
Data Re-verification
M/WBE Information

Number of Public Corporations: approximately 293

Number of Public Schools: approximately 1600

Number of Non-public Diocese: approximately 11

Number of Non-public Schools: approximately 270

Number of Students: approximately 510,000

Customer Participation

- The IDOE will ensure prompt access to and decisions by the staff of the IDOE, by CTB or subcontractors as designated whenever such access and decisions are required in connection with the orderly progress of work for this program.
- The IDOE will participate in review and approval of the following:

Customer Meetings

CTB to provide the following:

- Meeting Agendas
- Schedule meetings and arrange for meeting facilities
- Pay meeting facility fees
- Prepare meeting materials
- Lead the meetings with IDOE staff
- Prepare and maintain documentation of procedures used/decisions made
- Provide meeting refreshments and meals
- Provide airfare for the IDOE staff
- Provide a per diem for IDOE staff traveling to California
- Provide a rental car for IDOE staff traveling to California
- Provide lodging for IDOE staff in Monterey

Meetings for this administration:

- Planning Meetings
- Post-Test Meetings
- Status Meetings
- Test Decks

Table 3 - Key Meetings

Meeting Type	Date	# Attendees			Location	Duration	Meeting Costs*						
		CTB	IDOE	Participants			Meals	Lodging	Facility	IDOE Per Diem	IDOE Travel Costs	Honorarium	Sub Pay
PM/IDOE Customer Meeting S11 & S12 (4 meetings per yr)	2010-2012	2			Indianapolis	2 days							
Test Deck S11 & S12 (1 per year)	2011-2012	10	4		Monterey	2 days	X	X		X	X		
CTB/DOE Planning Meetings S11 & S12 (1 per year)	2010-2012	10	2		Monterey	2 days	X	X		X	X		
CTB/DOE Post-Test Meeting S11 & S12 (1 per year)	2011-2012	10	2		Monterey	2 days	X	X		X	X		

NOTE: An X indicates CTB is responsible for Payment.

Comments

IDOE Per Diem = \$ 32.00 for IDOE staff only

Program Management

- Negotiate all contract changes in scope, regardless of cost; document any changes in cost, schedule, or required deliverable. Ensure that customer and PM sign the DCF for any changes in schedule or scope
- Follow up with customer and manage departments to ensure that the base-lined schedule is achieved, and that all requested changes in scope are managed so that the ultimate delivery dates for test and reports are met
- Identify risk, rank, and mitigate all process risks that can impact the program schedule or the quality of deliverables
- Develop the work schedule and process plans with assigned team members
- Manage the program schedule to ensure that high quality deliverables are provided to the customer on time
- Serve as point of contact between the IDOE and CTB departments
- Submit weekly the IDOE Status Report and Action Item List to the IDOE
- Facilitate weekly team meetings. Provide opportunity for timely communication between departments. Keep departments apprised of project status
- Prepare and send correspondence to meeting attendees
- Prepare customer meeting agendas for review by the IDOE
- Schedule and conduct Red Team Reviews
- Schedule and conduct with the IDOE the Test Deck Review
- Arrange IDOE visits to CTB
- Prepare and submit invoices
- Manage Change Orders and Decision Logs for the contract
- Produce the Quarterly Error Report
- Monitor Minority and Women Owned Business Enterprises contract compliance

Minority and Women Owned Business Enterprises Contract Compliance

The Contractor agrees to comply fully with the provisions of 25 IAC 5 and the Subcontractor Commitment submitted with the State. No changes may be made to the commitment without the written approval of the Minority and Women's Enterprises Division of IDOA.

The following MBE's and WBE are listed on the Minority and Women's Business Enterprises Division directory of certified firms will be participating in this Contract.

Table 4 – M/WBE Vendors

MBE or WBE?	Telephone No.	Company Name	Scope of Product/Service	Utilization Dates	Amount
WBE	317-578-7225	All Pack Specialists, Inc.	Provide corrugated boxes.	July 2010-March 2012	\$100,000.00
WBE	260-434-0990	Briljent LLC	Training services including technology services, on site training and site survey.	December 2010-April 2012	\$184,320.00
WBE	856-486-0066	Interactive Printing and Packaging Corporation (IPAK)	Printing large print books, manipulatives, paper bands, stack cards and other materials.	May 2010- January 2012	\$359,090.00

WBE	317-872-4490	Langham Logistics	Transportation and logistics	September 2010- April 2012	\$1,500,000.00
MBE	214-550-6124	Dployit	Professional Staffing for contract employees	September 2010- May 2012	\$2,300,000.00
MBE	847-977-0630	*Creative Printing Services, Inc.	Provide printed ancillary test materials	July 2010- June 2012	\$170,000.00

*New Vendor will replace Solo Printing

NOTE: The parties hereto understand that the subcontractor amounts noted in the above table have been adjusted for the final contract price and represent an increased usage of MBE/WBE entities to 10% of the contract price.

The Contractor agrees to submit a copy of the agreement entered into between the Contractor and each MBE/WBE subcontractor where the State took the selection of the MBE/WBE by the Contractor into consideration when issuing the procurement award. The copy of the agreement must be submitted to the MWBE Division in IDOA within ninety (90) days of the execution of the contract between the Contractor and the State. The Contractor also agrees to send all amendments, changes, and terminations to these agreements to the MWBE Division in IDOA within ninety (90) days of their execution. Failure to provide a copy of the agreement or subsequent amendment, change, and termination may result in exclusion from future State procurements. If the Contractor is not excluded from future procurements, the actions or inactions of the Contractor with regard to the above will be taken into account in all phases and scoring in future procurements. In addition, the Contractor must obtain the approval of the Division before changing any MBE/WBE participation plan submitted in connection with this Contract.

PROGRAM MILESTONES AND CRITICAL DATES

Spring 2011 - See Attachment F

Spring 2012 - See Attachment G

Out of Scope Work

The following items are not included in the price or scope of this contract. If desired, they can be added for an increased cost.

- Spanish translations of reports
- Secure Barcodes for inventory purposes
- Any report redesign work initiated at the IDOE's request. As it is unclear how many reports will change, costs cannot be estimated for the new reports at this time
- Any production of new items, the piloting of those items, and the associated workshops needed to approve the new items are not covered in Spring 2011 and 2012 and will be charged to the IDOE
- Bulk/Group printing of online reports in INORS. Bulk print of ISR and Image Print is an exception
- Additional printing, fulfillment, shipping, or scoring of test materials over the amount stated in the Work Scope (see Document and Material Manufacturing)
- Teachers added to the Rangefinding meetings
- Item Alignment Review Meetings
- Specification Meetings
- Greater than 80% Paper and Pencil Solution for the Multiple-Choice online testing
- Scrambling of items to administer a different virtual form for online Multiple-Choice test (OAS)
- Practice Tests, Gridded Response Practice Tests, Test Coordinator's Manuals, Teacher Scoring Guides, and the Guides to Test Interpretation will not be printed. These will only be developed for online access and printing
- Greater than 20% online students for Applied Skills and Multiple-Choice online testing

Below is a list of the Decision Change Forms for potential out of scope work:

PM06-S11-12 Secure Barcodes and Inventory
PM08-S11-12 Test Coordinator's Manuals
PM09-S11-12 Practice Tests
PM10-S11 SIQ Changes
PM11-S11-12 100% Paper and Pencil
PM12-S11-12 OAS Multiple-Choice Virtual Form 2
PM16-S11 Delete INORS Report(s)
PM19-S11 De-scope S11 OAS Applied Skills OAS Testing
PM21-S11-12 GQE Storage
PM22-S11-12 GQE Material Destruction
PM36-S11 Science Specification Meeting
PM37-S11 Science Item Development
PM38-S11 Science Content and Bias Review Meeting
PM39-S12 Science Pilot Test and Associated Tasks
PM40-S11 Student Barcode Layout Changes

Development/Publishing Deliverables

The content developers assigned to the ISTEP+ program will work closely with the IDOE in to build quality assessments that meet Indiana Standards and that provide valid, reliable results upon which educational decisions can be made.

(Development Requirements and Test Design Tables are provided in Attachment D)

Document and Materials Development

- Prepare Development specifications
- Develop test design, assessment limits
- Identify passages and items for Department review
- Art development and production
- Produce operational test forms (print form and one online form)
- Produce manuals and ancillary materials
- Provide updated PEID tables to Technology and Research
- Obtain copyright lines
- Obtain permissions
- Create custom cover designs

Document and Materials Production

- Receipt of manuscript by Art and Production
- Creation of first pages
- Creation of second pages
- Customer review and approval
- Materials Integration Review (MIR)
- MIR administration
- Review and documentation of results
- Creation of third pages and quality check
- Query resolution
- QA corrections made and reviewed
- Pages submitted for prepress
- Flight Check, postscript files, and convert to PDF
- Review of prepress output
- Release to Manufacturing
- PEID files and item objective maps to Research and Technology
- Scoring guides and anchor lists from editors to Research and Handscoring

Assessment Design and Analysis Deliverables - Research Tasks

- Develop Operational school corporation list
- QA of PEID files
- Create, QA and deliver pre-equated scoring tables for OP and Braille to Technology (Final PAR Files: Operational and Braille to Statistical Services for scoring tables creation all grade/content)
- Develop and deliver IPI cut scores (OP and Braille) to Technology (1 table per grade/content area = 18 OP; Braille count unknown)
- Develop Analyses Specifications
- Receive data for analyses in two waves: Applied Skills (Phase 1) and Applied Skills plus Multiple-Choice (Phase 2)
- Use of standard Research Process Upgrade for: Classical Item Analyses, DIF, Calibration, and Equating for all operational items
- Perform post-equating analysis with production slice data and prepare a report to IDOE. Worst case scenario, if the pre-equating does not hold good upon analysis of the data, create and deliver updated item parameters/tables (post equating analysis will NOT include OAS test taking student population)
- QA4IRT – receive GRT from Scoring, create DAT files, run QA4IRT
- Red Team review analyses of GRT only
- Complete 1 Technical Report that covers analyses for Operational data and deliver to customer via secure FTP, and deliver 3 hard copies and 2 CDs to Programs to deliver to IDOE and field representative
- Create, QA, and Deliver ItemWin DAT (or similar) files to Publishing
- Form Selection training, specifications, and reviews

Test Design – General Information

- For Spring 2011 and Spring 2012 there are 2 test administrations; Applied Skills and Multiple-Choice, one form each. While the Applied Skills books and the grade 3 Multiple-Choice books are scannable, the grade 4-8 Multiple-Choice books will be non-scannable with scannable answer documents
- All grades will be testing E/LA and Math; Grades 4 and 6 will also be testing Science; and Grades 5 and 7 will also be testing Social Studies

Grade 3: E/LA, Math

Grade 4: E/LA, Math, Science

Grade 5: E/LA, Social Studies, Math

Grade 6: E/LA, Math, Science

Grade 7: E/LA, Social Studies, Math

Grade 8: E/LA, Math

Note: Test will be administered in order; Math then E/LA then Social Studies (or Science).

- In Spring 2011 and 2012, 20% of the student population will take Applied Skills and 20% of the student population will take Multiple-Choice online through the OAS application. For Applied Skills, 100% of Math and Science will be taken in paper and pencil as they are not available online. All content areas of the Multiple-Choice portion of the test will be administered online. Only one online form will be available. There is an online Multiple-Choice Practice Test available in grades 3-8
- The Math Reference Sheet will be perforated in the Applied Skills and Multiple-Choice operational books for Grades 6-8 and a separate sheet for Large Print books for Grades 6-8
- The Practice Tests for Grades 3-4 is 2 separate tests as follows: an Applied Skills Practice Test and a Multiple-Choice Practice Test which will be available online. The Practice Tests will not be printed by CTB
- There will be a Gridded Response Practice Test for Grades 6 through 8 which will be available online. The Gridded Response Practice Test will not be printed by CTB
- Gridded Response items for operational tests for Grades 6 through 8
- Large Print for the operational tests at Grades 3-8
- Braille for the operational test at Grades 3-8 and ancillary materials to include Practice Tests, Reference Sheets, and Manipulatives
- CDs are available for Braille, Large Print, and IEP students (Large Print and IEP CDs are the same) in Grades 3, 4, and 5. The Braille and Large Print CDs will ship with the materials.
- The Large Print and Braille materials and IEP CDs will be ordered via the <www.ctb.com/istep> webpage

Copyrights/Ownership

All work for ISTEP+ is custom

The IDOE owns all items

Manufacturing Deliverables

- Operational test books (commodity codes, forms, and quantity)
- Test book colors agreed upon between the IDOE and CTB
- Examiners Manuals in grades 3-8
- Large Print Materials
- Braille Materials
- Audio CDs grades 3, 4, and 5
- Group Information Sheets
- School Group Lists
- Test Coordinator's Kits (excluding Test Coordinator's Manuals which are only available online)
- Enrollments
- Samples
- Stack cover cards
- Bands
- Poster

Document and Materials Manufacturing

- Test materials are shrink-wrapped and packaged by 6's and by 12's. All initial shipments will be sent in packages of 6 and 12. CTB will work to exhaust all packages of 12 in initial shipments. TMA shipments will be filled with packages of 6 and 12 (until 12's are exhausted)
- Cover Memos and ancillaries will be updated by Program Management and approved by IDOE prior to distribution

Table 5 – Printed Materials

Materials	Spring 2011 & 2012/AS	Spring 2011 & 2012/MC
Grade 3 Test Books Printed (E/LA and Math)	83K	83K
Grade 4 Test Books Printed (E/LA, Math, Science)	80K	80K
Grade 5 Test Books Printed (E/LA, Math, SS)	77K	77K
Grade 6 Test Books Printed (E/LA, Math, Science)	77K	77K
Grade 7 Test Books Printed (E/LA, Math, SS)	77K	77K
Grade 8 Test Books Printed (E/LA and Math)	81K	81K
	Spring 2011 & 2012/AS	Spring 2011 & 2012/MC
		20% Online
Grade 3 Test Books 20% Online Printed (Math tested p/p in book but also includes E/LA)	20K	0
Grade 4 Test Books 20% Online Printed (Math and Science tested p/p in book but also includes E/LA)	20K	0
Grade 5 Test Books 20% Online Printed (Math tested p/p in book but also includes E/LA and SS)	19K	0
Grade 6 Test Books 20% Online Printed (Math and Science tested p/p in book but also includes E/LA)	19K	0
Grade 7 Test Books 20% Online Printed (Math tested p/p in book but also includes E/LA and SS)	19K	0
Grade 8 Test Books 20% Online Printed (Math tested p/p in book but also includes E/LA)	20K	0
	Spring 2011 & 2012/AS	Spring 2011 & 2012/MC
		20% Online
Grade 3 Answer books Printed	0	0
Grade 4 Answer Books Printed	0	80K
Grade 5 Answer Books Printed	0	77K
Grade 6 Answer Books Printed	0	77K
Grade 7 Answer Books Printed	0	77K
Grade 8 Answer Books Printed	0	81K

	Spring 2011 & 2012/AS	Spring 2011 & 2012/MC
Grade 3 # of Operational Forms	1	1
Grade 4 # of Operational Forms	1	1
Grade 5 # of Operational Forms	1	1
Grade 6 # of Operational Forms	1	1
Grade 7 # of Operational Forms	1	1
Grade 8 # of Operational Forms	1	1
GTI	Spring 2011 & 2012/AS	Spring 2011 & 2012/MC
All Grades	Y (PDF online)	
Examiner's Manual	Spring 2011 & 2012/AS	Spring 2011 & 2012/MC
All Grades (E/LA & Math Gr 3-8, Sc Gr 4,6, and SS 5,7; 1 book per grade)	144K (paper 24K)	144K (paper 24K)
Teacher's Scoring Guides	Spring 2011 & 2012/AS	Spring 2011 & 2012/MC
All Grades (E/LA & Math Gr 3-8, Sc Gr 4,6, and SS 5,7)	Y (PDF online)	
Braille	Spring 2011 & 2012/AS	Spring 2011 & 2012/MC
All Grades Test Books	Y	Y
Grade 3 Practice Test	Y	Y
Gridded Response Practice Test Grades 6-8	Y	Y

Ruler/Manip Grades 3-4	Y	Y
Ruler/Manip Grades 5-8	Y	Y
Protractor Manip Grades 6-8	Y	Y
Reference Sheet 6-8 (S11, S12)	Y	Y
CDs Grades 3-5	Y	Y
<i>Large Print</i>		
All Grades Test Books	Y	Y
Grade 3 Practice Test	Y	Y
Gridded Response Practice Test Grades 6-8 (S11, S12)	Y	Y
Ruler/Manip Grades 3-4	Y	Y
Ruler/Manip Grades 5-8	Y	Y
Protractor Manip Grades 6-8	Y	Y
Reference Sheet 6-8	Y	Y
CDs Grades 3-5	Y	Y
<i>Ancillaries</i>		
Grade 3-4 Practice Test	Y (PDF Online)	Y (PDF Online)
Grade 3-4 Manipulative	Y	Y
Grade 5 Manipulative	Y	Y
Grade 6-8 Manipulative	Y	Y
Gridded Response Practice Test Grades 6-8	Y (PDF Online)	Y (PDF Online)
Reference Sheet Grades 6-8	Y	Y
Test Coordinator's Manual	Y (PDF online)	
Poster	Y (paper 3.5K)	Y (paper 3.5K)
Paper Bands	Y	Y
Stack Cover	Y	Y
SGL	Y	Y
GIS	Y	Y
Return Shipping Labels	Y	Y
Cartons	Y	Y

*total print quantities include both AS sections in above table

*there is only one answer book form available

Enrollment, Fulfillment, and Delivery

- Prepare Fulfillment/Traffic Specifications
- Assist with the Enrollment process
- Fulfillment will receive an enrollment file from the IDOE with student enrollments by corporation, school, and grade
- The Enrollment File will need validation from the IDOE regarding updates and discrepancies
- In addition to the Enrollment File the IDOE needs to provide a list of reconfigured, closed, newly opened, and renamed schools
- Any changes to the Enrollment File, after the final Variance Review, by the IDOE could cause delay in material deliveries. These late deliveries are not subject to liquidated damages.
- Materials packaged by corporation, school, non-public school, and charter school
- Order Forms for enrollment collection for Large Print, Braille, and audio CD's can be found on <www.ctb.com/istep> webpage for online ordering through the help desk
- Enrollment contacts at IDOE are Michele Walker and Charity Flores
- Packing Lists are to be used with all shipments

CTB Web-Enabled Services (Navigator™) Deliverables

For the Spring 2011 and Spring 2012 administrations the following Navigator™ Services will be provided:

Online Short/Adds (TMA)

- Entry will be permitted to test coordinators only
- Three administration windows will be created, i.e. school corporations, non-public schools, and charter schools
- Corporations, charter schools, and non-public schools will continue to use the username/password provided from previous applications or new userid/password as distributed through DEx implementation schedule, whichever holds pertinent prior to the TMA window opening
- Help desk can issue a new username/password
- Cover memos and user guides will be provided by CTB
- The customer will determine the messages posted in the message box
- TMA must include the functionality of ordering Braille and Large Print materials for non-public and charter schools

Post-Test Modifications (Record Editing System)

- RES will include a user-friendly data file layout
- RES window will be between the two testing windows and is only applicable for operational data received from Applied Skills test window.
- Cover memos and user guides will be provided by CTB

Shipping Service

- Shipping Mode: Freight Carrier or UPS Ground service based on shipment size for efficiency (unless contract delivery in-site date cannot be met) for the material deliveries to corporations, non-public schools, and charter schools
- TACS used: No online scheduling system will be used
- Return Label Color coding:
 - Phase 1: Yellow (Applied Skills – scorable), Orange (Applied Skills Validation {new name TBD} Schools – scorable), and Blue (Unused/Inventory)
 - Phase 2: Purple (M-C Scorable), Tan (M-C Validation {new name TBD} Schools – scorable), and Blue (Unused/ Inventory)

- Any early shipments? Yes, **Validation (new name TBD)** corporations will be picked up early as follows:
 - There will be two windows of **Validation (new name TBD)** pick-ups; one for Applied Skills materials in March (window 1) and one for Multiple-Choice materials in May (window 2)
- Preference for carrier selection for pick-up of materials?
 - Langham Logistics

Online Assessment System (OAS)

- Per the proposal, participation of 20% of the student population is required to test online. The Margin of Error whether less than or more than 20% of the student population required to test online and the per student price for the discrepancy will be determined
- If less than 20% of the student population participates online a minimum 180 day notification is required from the IDOE to CTB in order to provide printed test materials to the students who are no longer testing online. The costs for the additional printed materials will be charged to the IDOE
- The 20% participation requirement is entire grades at each school except for Large Print and Braille
- See Attachment C for detailed OAS scope information
- All product functionalities/tools supported in S10 will continue to be supported
- Both Applied Skills and Multiple-Choice operational tests are in scope for OAS for Spring 2011 and 2012

Comparability Study

- A comparability study was conducted utilizing Spring 2009 results. The results of this study serve as the basis for OAS administration for 2010 and 2011 administrations
- Requests for additional studies will be out of scope

Software Application Customization

- Prepare Technology Specifications, scoring and reporting business rules, and mockups, including data file layouts. Report PDFs are no longer provided. Only data files to both IDOE and CTB online reporting systems
- Develop image program for scanning new test forms and handoff image PDF files to online reporting systems
- Develop Edit/Raw Score programs for test forms
- Develop Handscoring programs for scoring the Applied Skills tests
- Develop Scoring and Reporting programs for new test forms, including functionality related to the match-merge for Applied Skills and Multiple-Choice tests
- Develop customized tools to assist Scoring with data clean-up tasks (NCNT by book, Delete by OpUnit utilities)
- Develop SMF extract functionalities to OAS and the INORS and Parent Network systems
- Load and QA final scoring tables and items contributing to final operational scale score
- Prepare for and attend Red Team Review
- Prepare for and lead Test Deck review with IDOE
- Work with the Indiana Online Reporting System (INORS) and Parent Network components and provide all data handoffs necessary to enable those systems to report ISTEP+ data
- Develop and setup EHS rescore functionality and custom EHS reports

Scoring Deliverables

Prework Requirements

- Prework required?
- Precode Group Information Sheet (GIS)
- School/Group List (SGL)
- Return Box Labels
- Student Barcode Labels and Student Rosters

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Precode Barcode

- Specific information regarding barcodes will be provided in the Technology Specifications
- Barcodes will be provided for both the 2011 and the 2012 test administrations in 3 phases. Edit software will be used. The file layout also includes the Teacher Name, Teacher ID number, and Social Studies Accommodation fields. The barcodes are sorted using the “file in-file out” method. One copy of the roster is sent to the corporation and also includes the Teacher Name. CTB will use the label design that has been previously approved by the IDOE
- A sample barcode file will be received from the IDOE to Scoring approximately 10 days before the scheduled delivery date of the Phase 1 barcode file for a QA check to make sure the format of the data is correct.
- Barcode Phases:
 - Phase 1 to be sent before Applied Skills testing (2 Student Barcode Labels included; 1 for the Applied Skills Assessment and the additional as a backup in case first barcode label is damaged.
 - Phase 2 to be sent the week of testing for Applied Skills of only those students who weren't included in Phase 1.
 - Phase 3 will include a set of barcode labels for all students provided in Phases 1 and 2 along with all new students provided in the Phase 3 barcode file from IDOE. This shipment will be sent to the corporation prior to the MC testing and will include 2 labels for each student.

Ancillary Systems

- There are multiple PDBs used (public school corporations, non-public schools, and charter schools) for the 1STEP+ program. The PDBs will contain the following information:
 - Corporation number and school number
 - Flag indicating that all schools are public (any private schools)
 - Flag indicating participating schools
 - Corporation name and address
 - Enrollment per grade by site
 - School name and address
 - Contact person name at the school
 - Phone number of contact person

Document Processing

Document Processing: Operational for 2011 - 2012

- In Spring 2010 applied Skills field test items were piloted to develop Operational items for Spring 2011 and Spring 2012 testing.
- Scoring will prepare detailed specifications: ISTEP+ Project Scope document, PDB Specifications, Pre-processing Specifications and Print Profiles specs will be developed production processing of Scoring Kit materials (SGL, GIS and Return labels) and Student Barcode labels. Document Processing Specifications for Applied Skills processing and a separate set of specs for Multiple Choice will be developed.
- Prepare Prework for document processing (Scoring Kits and separate Student Barcode label shipment)
- Review PDB file from Fulfillment and compare to previous year to ensure accuracy and will report discrepancies to Program Management for variance verification
- Set up Organization testing programs and build hierarchy for processing
- Deliver Test Coordinator Kits for both windows of testing: Scoring Kit items will be submitted for print and will be added with other TCK items at the large scale Pick and Pack. Scoring kits(SGL/GIS and Return labels) for both Applied Skills and Multiple Choice will be included in the same shipment
- Deliver 3 phases of Student Barcode labels. First set of Student Barcode labels to be delivered before the Applied Skills test window. Second phase will only consist of those additional students who weren't included in the first barcode file. Third phase will include a complete set of all students provided in Phases 1, 2, and 3. The third phase is to be delivered before Multiple Choice test window
- Provide Technology with Student Master File (phase 1 and 2 student barcode files) for deployment for window 1 Applied Skills Scanning. Also provide final consolidated Student Master file of all Phases of student Barcode files received from IDOE (1-3).
- Provide OAS group with extract files for corps/schools testing on-line. (used to set up hierarchy for Multiple-Choice online testing).
- Provide the INORS and Parent Network teams with Pre-ID extract files to support the creation of Parent Network accounts
- Scoring will lock down Mainframe Prework: Tracking records, school group list application, stack headers and prework print on demand for document processing prior to the Applied Skills receiving window
- Process Scoring test deck data through Operations and Handscoring for user acceptance testing with to ensure front-end and backend software applications are functioning as intended.
- Process IDOE test deck through front-end, after final Production software is released: receive.
- Operational Data: Unique op units will be assigned for the processing of the **Validation (new name TBD)** sample data (Operational) as well as all data coming from OAS. (to ensure that data can be identified after being exported).
- **Validation (new name TBD)** data will be prioritized for Research prior to regular operational data. There will be two cycles of **Validation (new name TBD)** data, one in the Applied Skills window and the other in the Multiple-Choice window. All Operational data will be processed after **Validation (new name TBD)** data completes.
- Upon retrieval of Applied Skills material, Scoring will receive, log in, image scan and edit data through WinScore and hand score items through EHS system for Applied Skills during Window 1.
- After export, data will bridge to the mainframe.
- Scoring will verify completeness using the Monarch system.
- After A/S data completes through the Handscoring system, scored CR items will be exported from EHS and Op units FTP'd to the mainframe.
- Scores loaded to EISS.
- Provide ISO with Extract file for RES and Post res Files as required
- Upon retrieval of Multiple-Choice, Answer documents will be receive, logged in, scanned, scored and data edited through WinScore and exported to the Mainframe during Window 2.

- The match merges process will be triggered by the bridging of multiple choice data.
- Load Res File to EISS after res window closes
- Image Print: Development will work with Technology to pre-identify image print page specifications
- Scoring will verify corporation completeness for image print roll-up and will report problematic issue to Technology for clean-up. After each corporation completes through Scanning and all their op units export from WinScore. Student images go through book rollup process. A validation check is performed against the number of books exported from WinScore as compared to the number of books in the book roll-up summary report. Images automatically FTP to holding site using a paperless image print solution for the INORS and Parent Network systems.
- After Applied Skills and Multiple-Choice clean-up/match merge, Scoring will deliver Matched Validation (new name TBD) data to Research in GRT format using final tables.
- 2011 and 2012 are pre-equated with a post equated verification checks. Research will use the Validation (new name TBD) sample to do a validity check in 2011 and 2012.
- After all Operational scoring and match merge completes, a final GRF and reports for Red Team Review will be provided to Research
- Participate in Red Team Review.
- After Red Team is approved by IDOE and final sign-off
- Reports are produced and released in 4 phases,
- Phase 1 reports will be released through INORS and the Parent Network utilizing the following files for INORS and Parent Network: (GRTs, SUMTs, PPR and CPRs files) to support the IN Online Reporting System (PPR, CPR, and Rosters) and to support the Parent Network (Student reports and Image Print)
- Image Print (INORS and the Parent Network)
- Phase 2 Label and paper Student Report. Produce and ship paper reports. Reports (labels) packaged by school and shipped to schools or corporations. Unscannable image prints will be printed, picked, packed and shipped separately by the Document Processing group.
- Phase 3 Summary reports on line
- Phase 4 release of Post Rescore reports through INORS and Parent Network and delivery of final GRT after Post Rescore to IDOE and new Disaggregation posted

Handscoring

- For the Operational Grades 3-8, the 5% sample for 2nd reads is for research purposes and will be read to resolution:
- Condition Codes will be scored by evaluators with approval from an expert evaluator:
 - A = Blank/no response
 - B = Illegible/unable to score
 - C = Written predominantly in language other than English/unable to score
 - D = Insufficient response/unable to score/copies from text
 - E = Response not related to test question or scoring rule
- NOTE: All condition codes convert to 0 points obtained
- Condition Codes
 - Multiple part items cannot receive a condition code and a score with the exception of condition code E (off topic/Response not related to test question or scoring rule for E/LA, Writing, Social Studies and Science only). Social Studies condition codes will be the same as ELA and science condition codes, i.e., A-E. For ELA, a student can receive condition code E for WA and a score for LC.
 - Applicable condition codes for Math will be A-D. All math items will receive 2 scores. Math items can't receive different condition codes for each part of the same item.
- If an evaluator is released for failing to maintain standards, the IDOE and CTB will discuss whether his/her reads for a particular RIB will be reset back to the time at which they fell below standards or reset back to the beginning.
- If a student completely erased his/her response, a condition code A will be assigned. If there is an incomplete erasure, the evaluator will assign a score based upon the non-erased section.
- Image Printing Systems are used
- 1 item RIBS

- All CR items will be scored using a holistic rubric except for Science and Social Studies.
- All scoring will be done at the CTB site in Indianapolis

Rescore Process Spring 2011 and 2012

- The INORS team will load students into the INORS system.
- Images will be available in the INORS system.
- Undetermined Student Reports will be on line. Teacher will determine if students require rescore. Rescore requests will be made on line.
- The INORS team will provide the rescore file from the INORS system which will be uploaded to EHS.
- Experienced Handscoring Evaluators will review training papers and take a qualification round. After successfully qualifying, evaluators will perform a blind read of the items to be rescored. After completing the blind read, any scoring disagreements between the students' reported score and the blind rescore will be identified and submitted to the content area Supervisor(s) for review
- The content area Supervisor(s) will conduct an in-depth analysis of all the items in which there is a scoring disagreement. After reviewing and analyzing the student response(s), the content area Supervisor(s) will assign final scores to all contested items. If this score differs from the student's reported score, the Supervisor(s) will enter a new score and document the reason for the error and assign one of the eight (8) codes for rescore.
- Rescore data will be exported from EHS and scores loaded and QA'd
- Scores will be loaded and data QA'd. Report of Rescoring will be Red Teamed and approved for print. Scoring will PDF the Report of Rescoring and forward reports to RR Donnelley for printing.
- The print vendor will print reports for all students whose scores have been changed during the rescore period. Only students with score changes will receive new Student Reports and Student labels.
- Post rescore files will be delivered to the INORS and Parent Network teams.
- Updated e-files to IDOE

Report Generation and Delivery

Table 6 – Report Matrix Spring 2011 and 2012

Grade	Report Name	Description	Mode	Paper Copy	INORS Online	INORS Print on Demand (PDFs)	Parent Network
3-8	Student Report (STUR) Side 1	Overall scale scores, passing levels, IPI scores by objective, information about areas of student strength and weakness	Class	1		X	X
3-8	Student Report (STUR) Side 2	Applied Skills information, points achieved by item, points possible, condition codes	Class	1		X	X
3-8	ISTEP+ Label (LABEL)	Scale scores, performance levels	Class	1			
3-8	Class Academic Standards Report (CPR)	Lists students' mastery/non-mastery of standards	Class		X		
3-8	Academic Standards Summary (ESSM)	Compares 1 school to corporation - points possible, IPI at pass, mean no. correct, mean IPI, difference number	State Corp		X X		

Grade	Report Name	Description	Mode	Paper Copy	INORS Online	INORS Prior on Demand (PDFs)	Parent Network
		mastery, percent mastery					
3-8	Group Academic Standards Summary (GESS)	Same as Academic Standards Summary – compares multiple schools to corporation	State Corp		X X		
3-8	Proficiency Roster (PPR)	Lists students and scale scores, performance levels, HOSS, LOSS, no./PCT at each performance level	School Class		X X		
3-8	Undetermined Status Roster (UDTR)	Explains students' undetermined status	School		X		
3-8	Disaggregation Summary Report (DISA)	No./PCT of students in each performance level by disaggregated group	State Corp School		X X X		
3-6	Class Proficiency Grouping Report (CPGR)	Lists students in matrix by performance level achieved for E/LA, Math, Science, and Social Studies	Class		X		
3-8	Applied Skills Frequency Distribution (ASFD) Page 1	Distribution of students by points obtained on Applied Skills items	State Corp School		X X X		
3-8	Applied Skills Frequency Distribution (ASFD) Page 2	Distribution of students by condition codes on Applied Skills items	State Corp School		X X X		
3-8	Academic Standards Frequency Distribution (STFD)	Distribution of students by scale score for E/LA, Math, Science, and Social Studies	State Corp		X X		
3-8	Proficiency Performance Summary (SPPR)	Lists students in matrix by performance level achieved for E/LA, Math (All), Science (Grades 4 and 6) and Social Studies (Grades 5 and 7). Summary data includes HOSS, LOSS, mean scale score, and SD	State Corp School		X X X		
3-8	Rescore Request Form (RRF)	Lists students that did not pass by content area and the items for which they did not receive full credit	School		X		

Grade	Report Name	Description	Mode	Paper Copy	INORS Online	INORS Print on Demand (PDFs)	Parent Network
3-8	GRT	Electronic .csv Format Download (Note: Both Public Corporations and Non-Public Schools will be posted)	Corp/ Diocese Non-public School		X X		
3-8	GRT File Layout				X		
3-8	Media Report (MEDR)	Lists percentage of students in a matrix by performance level achieved for E/LA and Math. Compares school to state by grade at Corp and School	State *(E-file)				
3-8	Disaggregation Summary Report (DISA)	No./PCT of students in each performance level by disaggregated group	State *(E-file) Corp *(E-file) School (E-file)				
3-8	Summary Tape (SUMT)	Electronic Summary File	State *(E-file) Corp *(E-file) School *(E-file)				
3-8	GRT (GRT)	Electronic Fixed width Text Format Download run by class mode	State *(E-file)				
3-8	Perfect Scores Report (PFSR)	Students are those students who have scored perfect scores in the respective content area (this report is used at Test Deck)	State	1			

Delivery of Score Reports

CTB will deliver Phase 1 reports through INORS and Parent Network within seven days of receipt of the final Multiple-Choice answer documents from the Indiana corporations to the Indianapolis Scoring Site. The seven-day reporting schedule is dependent on pre-equating of the ISTEP+ test forms. Prior to release of results, CTB will present IDOE with a review of pre-equated results in comparison to the results of a post-equating analysis prior to scheduled release of scores. Turnaround time for reporting is also dependent on the state of documents and data received from corporations and schools and data clean-up protocols agreed-upon by the IDOE and CTB. Factors that will impact the seven-day turnaround time include:

- Less than 20% of students taking ISTEP+ Multiple-Choice online through OAS
- A decision by the IDOE to use post-equated results
- Unanticipated test materials or data, outside of the control of CTB, that would impact processing

The following are some factors that may impact the seven-day turnaround for individuals or groups of students. Program Management will contact the IDOE within 12 hours if any documents received fail to meet CTB's basic processing standards and discuss a process of resolution agreeable to both parties:

- Barcode to Biographic discrepancies - Written name does not match affixed barcode label or incorrect label affixed to the student document
- Used wrong pencil type/ student writing to light - Multiple-Choice responses would not be picked up
- Students tested in ink - creates undetermined situations which generate customer queries
- Procedures not followed for handling, packaging, and return of non-standard documents - Large Print, computer generated, and Braille - creates undetermined situations which generate customer queries:
 - Non-standard documents not listed on the SGL in the comment section.
 - NSR is not indicated in response section of books
 - Pastel color not used for computer generated responses - removes option of easy detection
 - Braille students returned with regular population instead of separately or partial material sent back as Braille - on search mission to locate documents which introduces duplicate records
 - Late return of Braille - reverse translation can be affected.
 - Note: For issues not discovered they will be addressed during customer query phase (during the rescore window)
- Unreported issues or problems not flagged that are related to processing:
 - Students tested in 2 books
 - Students tested in each others book
 - Ripped, torn, or missing pages
 - Wet, damaged, or contaminated materials not properly noted or packaged
- Manipulative, staples, loose pages, or scratch paper left in booklets
- Improper packaging of material:
 - SGL not in box 1 of each school.
 - Stack cover cards not numbered correctly.
 - Placing the GIS under the wrong stack cover card.
 - Boxes not numbered properly by school by corp.
 - Scorable and non-scoreable materials in wrong box
 - Scorable and non-scoreable mixed together in the same box
 - Using custom boxes to return shelf or ILEPA material.
- Materials sent for additional (unexpected) schools which were not in the database
- Late return of test materials
- Placing the wrong color return label on the box:
 - Scorable materials packaged in blue label boxes
 - Unused materials packaged with scorable materials
 - Not properly labeling "Do Not Score" material
 - Placing "Do Not Score" material with live scorable materials
- Incomplete shipments of returned test materials
- Missing expected school(s)

- Photocopied scannable documents:
 - Test booklets
 - Group Information Sheets
- SGL – GIS mismatches: SGL does not match the GIS 100% / SGL data does not match scanned data:
 - Teacher name, grade , and student count
 - Altered school name, sch number, and corp. number
 - Case count discrepancies - SGL verses GIS does not match
- No SGL/ no GIS received for processing
- Additional groups received but not listed on the SGL/ teachers listed but not received/ multiple groups listed but only 1 group received/ one group listed and multiple groups received
- Student's switching from online paper and pencil and vice-versa resulting in duplicate records

In the event that these or other factors affect the reporting turnaround time, CTB will negotiate in good faith with the IDOE to deliver reports as soon as possible given conditions for each administration.

IDOE Reports from CTB

Technical Reports

- The Operational Technical Reports will be provided to IDOE approximately 3 months after report delivery for each administration. Specific dates are yet to be determined.

Error Report

- On a monthly basis, Program Management will collect data from all regions about the number and type of errors that have occurred on custom programs in the following categories. This information will be presented to the IDOE on a quarterly basis verbally without identifying the name of the custom programs involved. If the IDOE has any specific concerns that are not addressed by the explanation provided by CTB, CTB will request permission from the customer in question to provide contact information to IDOE. The IDOE will sign a statement acknowledging the receipt of each verbal report.
 - **Test Content:** A Test Content Error is defined as the inclusion of incorrect or inappropriate item(s) in an assessment such that the validity or reliability of the assessment was affected, and correction of which caused significant delay of the program and/or resulted in public comment.
 - **Test Materials Production:** A Test Materials Production Error is defined as an error in printing such as incorrect pages or missing pages that affected the validity of the assessment or correction of which caused significant delay in production such that the testing was jeopardized and/or resulted in public comment.
 - **Test Materials Delivery:** A Test Materials Delivery Error is defined as an error in packaging, spiraling of booklets, or an error in the delivery of booklets that significantly affected the validity of the assessment, or delayed the testing dates and/or resulted in public comment.
 - **Incorrect Information:** Incorrect Information is defined as information that is printed in an assessment report that includes incorrect scores on student documents, incorrect school, corporation and/or state data and/or resulted in public comment. The cause of these incorrect scores must be found to be a result of errors internal to CTB and not as a result of school, corporation or state actions or failure to act.
 - **Delay in Report Delivery:** Delay in Report Delivery is defined as unapproved late delivery of reports that significantly affect a school, corporation, or the state's ability to meet internal and external deadlines and/or resulted in public comment.

Document Retention

- Used test materials will be retained as noted in the table below until approval given by IDOE
- Unused test materials will be retained as noted in the table below until approval given by IDOE
- DO NOT SCORE material should be separated from inventory material and retained with Operational and used data until approval given by IDOE
- Used materials will be retrieved upon request
- Written authorization from the IDOE is required prior to destruction
- Approval from the IDOE is required for all document destruction based on the following schedule:

Grade	Material	Retention Time
3, 4, 5, 6, 7, 8	Operational – used + Do Not Score documents	One year
3, 4, 5, 6, 7, 8	Non-consumable and unused materials	6 months
3, 4, 5, 6, 7, 8	Unfulfilled materials (left at vendor)	30 after test window close

CTB/Indiana Help Desk

- CTB/Indiana Help Desk:
 - Times available: M-F 7:30 a.m. to 5:00 p.m. EST
 - Accepts and processes calls for short/adds
 - Accepts and processes calls for Large Print and Braille materials and updates spreadsheet
 - Accepts and processes calls for scoring issues, reports issues, and material shipments
 - Make customer calls for information needed
 - Provides updates for the weekly 1STEP+ team status report
 - Creates WebEx training recordings

Attachments

- For additional information please reference the attachments listed:
 - Attachment A - INORS Work Plan Spring 2011 and 2012
 - Attachment B - The Parent Network Work Plan Spring 2011 and 2012
 - Attachment C - OAS Work Plan Spring 2011 and 2012
 - Attachment D - Single Sign-on Spring 2011 and 2012
 - Attachment E - Item Development Spring 2011 and 2012
 - Attachment F - Program Milestones and Critical Dates Spring 2011
 - Attachment G - Program Milestones and Critical Dates Spring 2012

ATTACHMENT A

Indiana Department of Education Online Reporting System (INORS) Spring 2011 and Spring 2012 Work Plan

Overview

In the Spring of 2011 and the Spring of 2012, the ISTEP+ Assessment will be administered and reporting will be delivered through the INORS. The INORS solution will be released in iterative stages throughout the Spring of 2011 and Spring 2012 and will include reporting for the ISTEP+ Assessment in Grades 3-8. Existing Spring 2010 ISTEP+ reports will remain available during the Spring 2011 deployment. Existing Spring 2011 ISTEP+ reports will remain available for the Spring 2012 deployment.

The following tables provide a high level description of the features included in INORS:

Indiana Online Reporting System Spring 2011	
• Online Reporting for ISTEP+ Assessment	
• PDF Report Downloading of Student Report PDFs (Spring 2010 and Spring 2011 results)	
• PDF Image Print of Individual Students Responses for Paper/Pencil (Spring 2010 and Spring 2011 results)	
• Group Download PDFs – Student Report PDFs and Image Prints of Individual Students Responses (Spring 2010 and Spring 2011 PDFs)	
• PDF Generation of all online reports (Spring 2010 and Spring 2011 results)	
• Online Rescore Request Form (Spring 2011)	
• Corporation and Non-Public School level .csv GRT file download (Spring 2010 and Spring 2011)	
• Corporation and Non-Public School level GRT file record layout download (Spring 2010 and Spring 2011)	
• Secure role-based access	
• Single sign-on	

Indiana Online Reporting System Spring 2012	
• Online Reporting for ISTEP+ Assessment	
• PDF Report Downloading of Student Report PDFs (Spring 2011 and Spring 2012 results)	
• PDF Image Print of Individual Students Responses for Paper/Pencil (Spring 2011 and Spring 2012 results)	
• Group Download PDFs – Student Report PDFs and Image Prints of Individual Students Responses (Spring 2011 and Spring 2012 PDFs)	
• PDF Generation of all online reports (Spring 2011 and Spring 2012 results)	
• Online Rescore Request Form (Spring 2012)	
• Corporation and Non-Public School level .csv GRT file download (Spring 2011 and Spring 2012)	
• Corporation and Non-Public School level GRT file record layout download (Spring 2011 and Spring 2012)	
• Secure role-based access	
• Single sign-on	

Included below is a more detailed specification of the solution and implementation timelines. Spring 2011 and Spring 2012 reporting will be consistent with deliverables and processes established for the Spring 2009 and Spring 2010 administrations.

Included Datasets

The datasets that will be included in the production solution for the Spring 2011 are:

- Spring 2011 ISTEP+ Assessment Grades 3-8
- Spring 2011 Student Report PDFs
- Spring 2011 Image Prints of Individual Students Responses

Additionally, as a part of the Spring 2011 INORS solution, the Spring 2010 ISTEP+ Assessment results data previously loaded into the INORS will be available (see assumptions section below).

The datasets that will be included in the production solution for the Spring 2012 are:

- Spring 2012 ISTEP+ Assessment Grades 3-8
- Spring 2012 Student Report PDFs
- Spring 2012 Image Prints of Individual Students Responses

Additionally, as a part of the Spring 2012 INORS solution, the Spring 2011 ISTEP+ Assessment results data previously loaded into the INORS will be available (see assumptions section below).

Implementation Timeline and Overview Spring 2011 and Spring 2012

The Spring 2011 and Spring 2012 implementations of INORS will consist of four (4) phases:

- Planning
- Development
- Stabilize
- Deploy

Each phase has a defined purpose and scope and will act as a framework to ensure that your expectations are properly met as an updated version of this solution is introduced to your stakeholders. The dates listed below are for estimation purposes only. Upon final acceptance a detailed INORS project plan will be finalized and used to communicate dates, timelines, and milestones during this project.

Defects that may be identified in INORS will be addressed as they arise. Requested changes to the functionality, or functionality/reports that are not agreed to during the planning phase for each year will be handled via a change order. CTB will work with the IDOE to ensure that all requests are prioritized and handled effectively as possible, while limiting time and resource requirements from all parties. It is important to have requests communicated in advance so any changes can be properly scoped, developed and tested early enough to avoid impacting the reporting window or INORS system functionality.

Goals

For the Spring 2011 and the Spring 2012 solutions, the goals are:

- Deliver a fully functioning Online Reporting System (ORS) to the Red-Team and Production environments for review and approval by the Indiana Department of Education (IDOE).
- Provide online reporting and online report delivery in a timely and accurate manner to all stakeholders.

Functionality

This section describes the basic functionality that will be included within INORS. A more detailed discussion of the exact reports included is a later section. INORS is a browser-based system that is designed to deliver online reporting to the state of Indiana. The purpose of INORS is to enable educational leaders to make informed decisions about curriculum, school programs and facility needs, based on real data. INORS provides assessment data for the ISTEP+ test at a State-, Corp/Diocese-, School-, and Grade level for Indiana public and nonpublic schools.

Frequently Asked Questions (FAQ)

A FAQ section is provided that can be used to answer basic questions that may need to be addressed.

Help

An online help section will provide users with searchable help that can be used to answer most usability and technology questions. The help system will additionally include tutorials and answers to basic questions. Help Desk support information is included in the Support section below.

Manage Users

The "Manage Users" section will allow administrative users the ability to manage all user accounts within their authoritative domain. Administrative users have the ability to manage all descendant accounts with the hierarchy (i.e. a corporation administrator can manage corporation user accounts and both school administrative and user accounts). The only exception to this rule is the state administrator role. State administrators can manage all accounts (even other state administrative accounts) within the system. Manage users also includes the ability to create username and password sheets that can be distributed to INORS users.

User Settings

The user settings functionality is for individual users to manage their own account. From this interface users can change their password, update their email address and set the answer to their security/reminder question.

Reports Area

This section will include the available selection of reports that a user will have access to within INORS. A more detailed description of the reports is included below.

Downloads Area

This section will include all data files that are accessible for download by a particular user. Corporation level GRT downloads will be available within INORS to state and corporation level administrators. Non-Public school level GRT downloads will be available within INORS to state, corporation, and non-public school level administrators. The Spring 2011 deployment will also contain the Student Individual Summary Reports and the Image Print of Individual Students Responses PDFs for both the Spring 2010 and Spring 2011 test administrations. The Spring 2012 deployment will contain the Student Individual Summary Reports and the Image Print of Individual Students Responses PDFs for both the Spring 2011 and Spring 2012 test administrations. In addition, the Group Download option will continue to allow users to select ISR and/or image print PDFs for multiple students to be combined into one file to be downloaded and printed.

Tools Area

The tools area provided within the INORS website can provide users with access and links to additional materials such as training and interpretive guides. During the finalization of scope and design, the INORS team will work with the IDOE to identify any electronic materials that should be made available through the INORS website.

Informational Area

At the bottom of the INORS website, an informational area exists that will display appropriate copyright, contractual and informational items. Legally, CTB must include copyright details, terms of use policy, online privacy policy, and applicable Children's Online Privacy Protection Act (COPPA) information. Additionally, customer support phone numbers, and email address will be included.

Header/Messaging Area

At the top of the INORS website, a header and messaging area will be utilized to display messaging information. This area will include a small CTB/McGraw-Hill text and "The McGraw-Hill Companies" image in the upper left and right corners respectively. Additionally, this area will include a "logged in as" notice which will indicate the name of user logged into INORS. This area will include the appropriate IDOE logo along with any messaging and naming that is required.

Report Details

Along the bottom of the menus, on the left side of INORS will be a Report Details section. The report details section is used to include informational material about the reports which could include items such as scale score ranges, privacy notices, report legends, report purpose text, etc. The report details section is configurable for each report and will be defined during the planning stages.

Backer Text/More Information

A "more info" button or hyperlink will be included with each report and will contain the traditional backer text that would normally appear on the back of a printed report. Backer text is customizable per report and will be collected through CTB.

Print Report

Each online report, as it is viewed on the screen, will be capable of rendering in a PDF format through the "Print Report" button or hyperlink.

Report Header/User Control

Each online report will include a user control that will enable users to navigate through the available options for the report based on the report and their level of access to the system. Options within the user control will vary by report, but the control will use "sticky" filters and maintain the prior selections while navigating through the reports where practical.

Embargo Notice

Based on feedback we have received, it may be necessary to include an embargo notice on reports based on what data has been officially released by the IDOE. It is our assumption that we will need to include this embargo notice and that we will need to easily and quickly be able to remove it from the reports, once the information has been released. The details of the embargo notice will be further finalized during the planning stages and incorporated into the design of INORS.

Usage Reporting

Basic usage reporting will allow administrators the ability to see when, if ever, a user last logged into INORS via the Manage Users functionality set.

Homepage

INORS will continue to include the existing homepage. Any changes to the existing homepage will be finalized during the planning stage. Design or layout changes to the homepage will be considered out of scope.

Acceptable Use Policy

The existing acceptable use policy designed by the IDOE will continue to be included within the system. This Online Usage Agreement may be reset periodically by state administrators and is typically used to educate ORS users on their responsibility for securely managing data and reporting.

PDF/Print-On-Demand Reports

Student Report PDFs will be available for download within the INORS. These PDF reports are made available to users based on their login credentials and are securely scoped into only their PDF reports. See the Reports section below for the detailed list of PDF reports that will be included.

Secure, Scoped User Access

All users will access the system by providing a valid username and password. All user accounts are directly linked to a level within the organizational hierarchy and will not allow users to navigate to information that is external to their access level. For example, all school level user accounts are linked directly with an individual school contained within the INORS. This allows the school user the ability to see all pertinent information about their school and only their school. State and System comparative numbers may be included for informational purposes within the report but the user will never have the ability to gain access to any other identifiable information about a student that is not within their school.

Reports

The following reports will be included within INORS for the Spring 2011 ISTEP+ Assessment.

Spring 2011 INORS Reports

Grade	Report Name	Description	Mode	TL Online	TL Print on Demand (PDFs)
3-8	Student Report (STUR) Side 1	Overall scale scores, passing levels, IPI scores by objective, information about areas of student strength and weakness	Class		X
3-8	Student Report (STUR) Side 2	Writing Assessment information, points achieved by item, points possible, condition codes	Class		X
3-8	Student Image Print	Scanned copy of student test booklet - Open Ended Responses	Class		X
3-8	Class Academic Standards Report (CPR)	Lists students' mastery/non-mastery of standards	Class	X	
3-8	Academic Standards Summary (ESSM)	Compares 1 school to corporation - points possible, IPI at pass, mean no. correct, mean IPI, difference number mastery, percent mastery	State (PDF) Corp	X X	
3-8	Group Academic Standards Summary (GESS)	Same as Academic Standards Summary - compares multiple schools to corporation	State (PDF) Corp	X X	
3-8	Proficiency Roster (PPR)	Lists students and scale scores, performance levels, HOSS, LOSS, no./PCT at each performance level	School Class	X X	
3-8	Undetermined Status Roster (UDTR)	Explains students' undetermined status	School	X	
3-8	Disaggregation Summary Report (DISA)	No./PCT of students in each performance level by disaggregated group	State (PDF) Corp School	X X X	
3-6	Class Proficiency Grouping Report (CPGR)	Lists students in matrix by performance level achieved for E/LA, Math, Science, and Social Studies	Class	X	

3-8	Writing Assessment Frequency Distribution (ASFD) Page 1	Distribution of students by points obtained on Writing Assessment items	State (PDF) Corp School	X X X	
3-8	Writing Assessment Frequency Distribution (ASFD) Page 2	Distribution of students by condition codes on Writing Assessment items	State (PDF) Corp School	X X X	
3-8	Academic Standards Frequency Distribution (STFD)	Distribution of students by scale score for E/LA, Math, Science, and Social Studies	State (PDF) Corp	X X	
3-8	Proficiency Performance Summary (SPPR)	Lists students in matrix by performance level achieved for E/LA, Math (All), Science (grades 4 and 6) and Social Studies (grades 5 and 7). Summary data includes HOSS, LOSS, mean scale score, and SD	State (PDF) Corp School	X X X	
3-8	Rescore Request Form (RRF)	Lists students that did not pass by content area and the items for which they did not receive full credit	School	X	
3-8	GRT	Electronic .csv Format Download (Note: Both Public Corporations and Non-Public Schools will be posted)	Corp/ Diocese Non- public School	X X	
3-8	GRT File Layout			X	

The following reports will be included within INORS for the Spring 2012 ISTEP+ Assessment.

Spring 2012 INORS Reports

Grade	Report Name	Description	Mode	TL Online	TL Print on Demand (PDFs)
3-8	Student Report (STUR) Side 1	Overall scale scores, passing levels, IPI scores by objective, information about areas of student strength and weakness	Class		X
3-8	Student Report (STUR) Side 2	Writing Assessment information, points achieved by item, points possible, condition codes	Class		X
3-8	Student Image Print	Scanned copy of student test booklet - Open Ended Responses	Class		X
3-8	Class Academic Standards Report (CPR)	Lists students' mastery/non-mastery of standards	Class	X	
3-8	Academic Standards Summary (ESSM)	Compares 1 school to corporation - points possible, IPI at pass, mean no. correct, mean IPI, difference number mastery, percent mastery	State (PDF) Corp	X X	
3-8	Group Academic Standards Summary (GESS)	Same as Academic Standards Summary - compares multiple schools to corporation	State (PDF) Corp	X X	
3-8	Proficiency Roster (PPR)	Lists students and scale scores, performance levels, HOSS, LOSS, no./PCT at each performance level	School Class	X X	
3-8	Undetermined Status Roster (UDTR)	Explains students' undetermined status	School	X	
3-8	Disaggregation Summary Report (DISA)	No./PCT of students in each performance level by disaggregated group	State (PDF) Corp School	X X X	
3-6	Class Proficiency Grouping Report (CPGR)	Lists students in matrix by performance level achieved for E/LA, Math, Science, and Social Studies	Class	X	
3-8	Writing Assessment Frequency Distribution (ASFD) Page 1	Distribution of students by points obtained on Writing Assessment items	State (PDF) Corp School	X X X	

3-8	Writing Assessment Frequency Distribution (ASFD) Page 2	Distribution of students by condition codes on Writing Assessment items	State (PDF) Corp School	X X X	
3-8	Academic Standards Frequency Distribution (STFD)	Distribution of students by scale score for E/LA, Math, Science, and Social Studies	State (PDF) Corp	X X	
3-8	Proficiency Performance Summary (SPPR)	Lists students in matrix by performance level achieved for E/LA, Math (All), Science (grades 4 and 6) and Social Studies (grades 5 and 7). Summary data includes HOSS, LOSS, mean scale score, and SD	State (PDF) Corp School	X X X	
3-8	Rescore Request Form (RRF)	Lists students that did not pass by content area and the items for which they did not receive full credit	School	X	
3-8	GRT	Electronic .csv Format Download (Note: Both Public Corporations and Non-Public Schools will be posted)	Corp/ Diocese Non- public School	X X	
3-8	GRT File Layout			X	

Reporting Phases

For Spring 2011 and Spring 2012, interactive online reports and Student Report PDFs will initially be released for Phase 1 reporting with the data available after the Multiple-Choice testing and scoring window. An updated Phase 4 release of interactive online reports will take place after post Rescore data is complete.

Support

All customer and technical support will be handled by CTB/McGraw-Hill's customer support organization. Support requests can be made via a toll free 1-800 number or through email. INORS will include support contact information in the system, on the homepage and on all distributed material.

Security

CTB's ORS solutions use industry standard best practices to ensure the security of your data and solution. The ORS uses 128-bit Secure Sockets Layer (SSL) over HTTPS to ensure that no private data is intercepted during transmission. 128-bit SSL is used by online banks and credit card companies, so it is both secure and reliable. The INORS solution is hosted at The Standard & Poor's 55 Water building in downtown New York City at one of the most secure buildings in the city. The physical and network security of the 55 Water building supports some of the world's largest financial data applications and is used by Standard & Poor's, JD Power and Associates.

Availability

The INORS website will be available via an internet browser 24 hours a day, seven days a week. At times, it will be necessary to perform routine system maintenance and we will notify the IDOE prior to commencing with any regularly scheduled maintenance. We attempt to schedule all maintenance during off peak hours (evenings and weekends) so as to provide as little disruption to regular service as possible. Should an unexpected system outage occur, the INORS team will use all practical resources to return INORS to a usable state as soon as reasonably possible.

Assumptions

- For the Spring 2011 and Spring 2012 solutions, online reports will include class level reporting. Interactive online reports will be available by grade at the class level and higher, as applicable.
- Class breakdowns will be based upon the teacher of record within the data (GIS/GRT data).
- Not all the reports will be made available in an online format. Certain reports will continue to be delivered on paper (Student Label and Perfect Score report). See the Reports section above for a list of reports, which will be available online.
- The Spring 2011 year of this program runs from July 1, 2010 to June 30, 2011.
- The Spring 2012 year of this program runs from July 1, 2011 to June 30, 2012.
- This Work Plan Attachment section specifically addresses the Spring 2011 reporting window.
- Continuing in the Spring 2011 and Spring 2012 reporting windows, PDF/Print-On-Demand Reports will continue to include the Student Report and Image Prints.
- Longitudinal reporting costs are planned, expected or included in this Work Plan.
- Current INORS functionality allows the IDOE to force a password reset when an employee of the state is no longer employed or at any time a State Administrator chooses to do so.

Constraints

- All existing datasets will drive the online reporting. No new summarizations or aggregations (either pre-done or dynamic) will be available for INORS in Spring 2011 and Spring 2012 reporting window.
- State, corporation, school, and teacher level users will have access to the online reporting system.
- Class and student level reporting will be available by the teacher of record, based upon GIS data (only the teacher on the pre-coded labels or bubbled in on a test booklet).
- CTB will provide electronic materials via the INORS website that can be distributed to individual end-users for self-training.

ATTACHMENT B

The Parent Network and Individual Student Report Spring 2011 and Spring 2012 Work Plan

Beginning in Fall 2008, CTB Individual Student Reports and Indiana Parent Network were added to the ISTEP+ assessment contract. Individual Student Reports will be provided to parents in print and to educators and parents electronically as PDFs. The Indiana Parent Network provides parents with student ISTEP+ results and guidance for working with students

Deliverables

- Provide Indiana parents with Student Reports and resources in both print and online
- Provide Indiana parents with a PDF copy of their child's Applied Skills image print

The Individual Student Reports

1. Multi-subject Student Reports (optimized for PDF distribution)
2. Overall, standard-level, and item-level results
3. Content includes introductory text, interpretation guidance, resources
4. Provided in 3 formats
 - a. **PDFs for parents on Parent Network**
 - b. **PDFs for educators** - collated by school and corporations., for electronic download on educator site (INORS)
 - c. **Printed version of Student Reports** - 1 B&W (double-sided) copy shipped to corporations., collated by school (public corporations), shipped to schools (non-public and charter schools)
5. Student Reports printed in two separate operational runs – the first run will contain all final student data and the second contain any students whose scores have been changed during the rescore period. Corrected Student Reports are also posted on Parent Network and INORS.
6. Tracking of packages provided

Student Open-Ended Response Images (Image Print) on Parent Network

1. Parent Network hosts scanned "Image Print" files with images of student work
 - a. File will be in PDF format (assumption is ~500K per assessment year)
 - i. Each file represents a single student's result images (all subjects in one file)
 - ii. Assume naming convention based on Applied Skills barcode, grade and subject
 - iii. Assume files provided in file directory collated by grade, subject, and school
 - b. Files transmitted using a secure FTP or secure shared server after reporting window
 - c. Image Print PDFs provided on the Parent Network website as PDF download
 - d. Parent Network will need to re-launch to include Image Print PDFs in addition to ISR PDFs (one per student for both)
 - e. Image Prints available on the Parent Network for all students tested in Grades 3-8 (including those students who test on-line).

Spanish Translation

1. Translation Guides to the Individual Student Report (In English and Spanish) in PDF, not printed
2. Translation of the Parent Letter sent to parents into Spanish

Parent Network

1. Online website for secure access by families of ISTEP+ assessment results and download of Student Reports
 - a. Grades and subjects:
 - i. E/LA and Math: Grades 3-8
 1. Administered: S11 and S12
 - ii. Science: Grades 4 and 6
 1. Administered: S11 and S12
 - iii. Social Studies: Grades 5 and 7
 1. Administered: S11 and S12
 - b. Launch after state release of results to corps. and schools
 - c. Invitation letters (login letters) generated for parents (one for each student based upon pre-id file) and delivered to schools (non-public and charter) and corps (public schools).
 - i. Parent Network provides functionality for schools to generate invitation codes for students who were not in the pre-id file, but have taken the assessment
 - d. Graphic display of score results at overall and standard level
 - e. PDF download of CTB Student Report on site for parents
 - i. Updates made to student records whose scores have changed after the rescore period
 - f. Links to Indiana instructional resources and released items
 - g. PN will re-launch after each administration to include data from the current test administration as well as previous test administrations.
 - i. For Spring 2011 CTB will begin to show 2 test administrations (current and Spring 2010). For Spring 2012, CTB will show 2 test administrations (current and Spring 2011)
 - ii. All other test data prior to the test administrations mentioned above will not be loaded into the PN within the scope of the contract
 - h. Display student's OE responses (image print) in PDF
 - i. Customer Support provide via phone and email
 - i. Hours of operations will be 10am-6pm EST
 - ii. Response Time for Severity One issues will be within 24 hours of issue arising

Tasks

Phase/Milestones			End Dates
Student Report			
Requirements			
Project Initiation			
Kick-Off			TBD
Level-0 Plan			TBD
Client Requirement			TBD
Mockups/Prototypes			
PN Demo			
Client Review and Sign off			
Project Requirements			TBD
Functional requirements			
Data requirements			
Collation Requirements			
Cycle Planning (Design and			TBD

Analysis)			
Development, Unit Testing – ISR			
Parent Network			TBD
ISR			TBD
QA Testing (Mock data, Mini data)			
Parent Network			TBD
ISR			TBD
Operations			
Pre- ID			TBD
ISR			TBD
Parent Network			TBD
Refresh			
PN Rescore Launch			TBD
ISR PDF's received to TL			TBD
ISR Printed and delivered			TBD

Assumptions:

- ISR PDF's will be used for both Parent Network and INORS.
- Item level data, full item release, and record of student work "image-print" are utilized for Parent Network release

Files of associated barcodes with pre-codes assigned so that the barcodes are utilized for matching with GRT.

Schedule Assumptions

- Internal CTB Red Team Review of report output
- A final review and sign off of Parent Network and Student Reports by IDOE will occur prior to release/ before operations begins
 - CTB will work with the IDOE to define final Red Team Review and release schedule

Parent Network will launch on a date mutually agree-upon between IDOE and CTB in relation to the seven-day turnaround schedule. In 2009 Parent Network launched a week after the INORS launce, which allowed educators to become familiar with student results prior to parent review.

Security

CTB has many years of experience in handling millions of students' standardized assessment data without any known security breach. The website is managed by McGraw-Hill's Global Operations and Infrastructure Division, the group that also hosts Standard and Poors, and Platts. The data center has extensive backups and recovery procedures, and was operational through both September 11th and the New York City black out.

Printing/Shipping

Shipment Detail

- Parent Network Login Letters will be shipped to the ~556 corporations. They will be printed in black and white, single impression.
- The Student Reports will be printed at a vendor acceptable to the IDOE and shipped with the Student Labels, ancillaries, and cover memo.
- Student Reports - One (double-sided) copy of the Student Reports created and sent to schools. Student Reports will be printed in black and white. (See Report Requirements for more specifications)

Report Requirements

Parent Network and Student Reports

1. Students = Grades 3-8
 - a. 6 Grades = 552K students
 - b. Based on Grades 3-8
2. Product
 - a. Parent Network
 - i. Parent Network hosts PDFs of reports in addition to images
 - ii. Components
 - a. Login generation based on Pre-ID files
 - b. Dissemination of Logins
 - o Letter to Families with login and password information
 - o School Admin codes to be able to access Parent Network
 - c. Application
 - o Custom for IN
 - Introductory letter (landing page)
 - IN logo
 - IN signature
 - IN content and translation guides
 - FAQ
 - d. Student scores
 - o graphic display of the scale score
 - o achievement level
 - o standard measurement of error range
 - o PLUS new topic-level display
 - o PLUS PDF download
 - o interpretive guidance
 - o No item level results on parent site
 - e. Content Resources
 - o Grade-banded state and national resources
 - Based on grade of users, provide 3-5 links and screenshots of web resources

- o Standards-based resources
 - The description of standards in parent friendly language including real world example
 - Link to IN web resource that describes standards, benchmarks in detail
 - Link to IN web resource that has activities
- o Assessment Literacy
 - Provides links to IN released items
 - Test information
- f Image Print
 - o Combined PDF for all tested subjects
 - o Includes average of 10 images of student responses (from Applied Skills portion of each subject test)
 - o Closely connected to links of released items
 - o Direct linkage from item-level results to item response not possible due to lack of PDF indexing
- iii Student Reports – Providing as PDFs and in print
 - a Scores include overall, subscore and item results for 3-4 subjects
 - b Format – single-subject
 - o 2 versions:
 - PDFs designed for black and white printing
 - Black and white printed copy
 - o Single shell for design, no actual shells used in printing
 - o 2 page (8 1/2 x 11) report, double-sided
 - o Single-subject reports
 - All subjects: 3-8: R, M, SC, SS
 - Alternate: 3-8: R, M; alternating S, SS
 - c Components
 - o Front page
 - Intro letter
 - Gold box
 - Overall scale scores - traffic light display
 - Pass+, Pass, Did not Pass
 - Narrative text with score and performance level
 - Performance level descriptors
 - Descriptive text integrated into letter and along bottom
 - Important general IN resources provided on front
 - o Back page
 - Introduction text to standard and item level results
 - Standard (topic) level results
 - Graphic display showing pass/not pass
 - data reported by each standard
 - o test item types
 - o student IPI score (number)
 - o Passing IPI score
 - o Corporation average
 - o State average

- Item level results
 - item number
 - standard tested
 - page number on test booklet
 - points earned
 - points possible
- Resources – provided in all grades with some subject-specific resources, grade-banded

d Delivery

- Student PDFs parsed as individual files for hosting on Parent Network
- Educator-collated PDFs collated into educator-batches by corporations, and schools for download on INORS site

iv Spanish translation

- a Translation Guide for of the Student Report

3. Assessment Results

- a Total subjects/grade = 2 or 3 (see chart below)

Grade	Reading/LA	Math	Science	Social Studies	Total Subjects
3	X	X			2
4	X	X	X		3
5	X	X		X	3
6	X	X	X		3
7	X	X		X	3
8	X	X			2

i Performance

ii Performance Levels = 3 (Did not pass, Pass, Pass+)

iii Standard level results = Student IPI, Passing IPI, and State Average

iv Data

- a Results for ISTEP + processed at same time
- a Student Results will be provided using the GRT
- b IN has unique student IDs called STN
- c The applied skills file will have the barcodes assigned
- d Assessment results processed by state completion
- e See TAT schedule above for specific processing steps

ATTACHMENT C**ISTEP+ Online Assessments
Spring 2011 and Spring 2012 Work Plan**

CTB will provide ISTEP+ both paper and online assessments for English/Language Arts and Mathematics in Grades 3 – 8, Science in Grades 4 and 6, and Social Studies in Grades 5 and 7 for both Spring 2011 and Spring 2012 administrations.

Background – Year 2009 Administration Summary

In October 2008, a pilot test was conducted with a test combining constructed response as well as multiple choice and gridded items. A small number of schools (10) were successfully introduced to CTB online summative testing. As a result it was determined by the IDEO that Indiana students may not be sufficiently prepared for applied skills testing online. A decision was made not to do applied skills in spring 2009 as well as in spring 2010. For the Spring 2009 a number of 11,255 students took the Multiple-Choice test online (about 3% of the 3-8 student population).

The following features were implemented in OAS in 2009 to support of the ISTEP+ program:

- Program Status Reporting
- Invalidation at subtest level

Online Test Administration Parameters

Grades and test that may participate in online testing listed in the table below, Applied Skills for ELA and Social Studies and Multiple-Choice for all subject areas.

Applied Skills refers to tests including CR, ER, and Writing Prompts and Multiple-Choice refers to tests including Selective Response (Multiple-Choice) and Gridded Response items only.

Applied Skills

Grade	ELA	Math	Science	Social Studies
3	<input checked="" type="checkbox"/>			
4	<input checked="" type="checkbox"/>			
5	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
6	<input checked="" type="checkbox"/>			
7	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
8	<input checked="" type="checkbox"/>			

Multiple-Choice

Grade	E/LA	Math	Science	Social Studies
3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

Parameter	Spring 2011-2012
Applied Skills Dates	TBD
Applied Skills Practice Test Administration Dates	TBD
Number of schools online	TBD
Number of students	TBD
Multiple-Choice Dates	Last week April- First week May
Multiple-Choice Practice Test Administration Dates	Minimum 5 days prior to Multiple-Choice
Number of schools online	458 (20% of total 2290, est.)
Number of students	20% - approx 102,000

Constraints

1. The CTB online testing capacity set aside for IN is for up to 30,000 simultaneous non accommodated students. Up to 5 % of the students testing online in Indiana are expected to use the Text Reader accommodation.
2. School staff generally not available during summer (approximately June 1 through August 1). This could limit data collection as well as site certification.
3. Participation of schools to online testing is voluntary.
4. Participation is contingent upon schools/corporations meeting minimum hardware and software and network requirements.
5. Site Readiness reviews can only be conducted during school operating days and hours.
6. Scheduled holidays, institute days, staff development days, school and/or corporation mandated tasks may preclude staff availability for Site Readiness reviews as well as training for OAS.

Assumptions

1. OAS upgrades requested by DOE for features not currently available in the system will be handled as change requests.
2. It is assumed that only a single reference card is required for Grade 6-8.
3. Site Readiness reviews are assumed to take 4 hours each and with 2 visits accomplished in a single day.
4. Most Site Readiness preparation will be done remotely with an onsite support for 10% of all sites per year (45 schools sites will be visited by CTB).
5. School sites will need to download the student test client as a part of the Site Readiness work. 10% of the buildings as indicated in Online Test Administration Parameters above will be able to have on-site assistance with this work as a part of the onsite Site Readiness visits.
6. It is assumed that the OAS must provide the capacity to test approximately 100,000 students per test administration in Indiana. A change request must be processed before December 2009 if more students need to test online.
7. The OAS Implementation Services Manager will plan and visit a number of school sites during the test administration. The visits will be conducted during the peak testing period for 2-4 days and will include approximately 2 school sites per day.
8. It is assumed that all accommodations testing (including Large Print, Braille, and CD's) delivered in a paper and pencil mode for the duration of this RFP response (through Spring of 2012) are matched to the extent appropriate by equivalent accommodations currently available in OAS such as large font and text reader.
9. It is assumed that slight look and feel variations are expected when the paper pencil content is transferred online.

Operational Online Administration Spring 2010

For Spring 2010 administration, CTB will provide Online Assessment services to test 20% of the student population in grades 3 to 8 as stated in the Online Test Administration Parameters section above for Applied Skills and Multiple-Choice. The key services and related deliverables are described in the following sections.

CTB will follow the OAS Implementation methodology that provides for constant communication with IDOE on the planning and definition of tasks and activities. It includes extensive internal and client reviews of all custom deliverables leading to their approval to very high standards and full customer satisfaction. As part of this methodology the following key services and deliverables are included in scope and described in the following sections:

- OAS Implementation Project Management
- Content Production Support
- Client Specific OAS Configuration
- Data Provisioning: Student Pre Identification Data and OAS User Data
- Training and Documentation
- Implementation Services: Site Survey, Site Readiness and Certification, and Test Administration Support

OAS Implementation Project Management

Standard project management processes are employed for planning, executing, monitoring and control and closing the project. A detailed implementation plan and schedule will be developed for each year of the contract. The project execution will be closely monitored to ensure the project objectives are met on time and within budget. An integrated change management process will be used to ensure that negative impacts of changes during the life of the project are reduced. The project risks will be analyzed periodically and mitigation plans will be identified and risks are managed to closure.

Client Specific OAS Configuration

OAS is a configurable system that allows setting certain features as needed by the customer without any software code changes.

These configurations may include:

- organization hierarchy definition and labels names
- user roles and assignments
- student demographic labels and values, student pre-identification data protection
- accommodations settings for background and font color changes controlled by the test administrator, calculator, text reader, un-timed test
- product acknowledgment page

The configurable elements in OAS will be reviewed in detail with DOE and as needed screen mock-ups will be provided to confirm the settings. A business and configuration requirements will be created and will be used to apply the configuration settings to OAS prior to the test administration.

Content Production

For Content Production OAS Implementations and Development will provide support to develop the content framework, promote the content to the various review environments and provide the content review web based tools. This support will be provided to produce for each administration year one content form per grade per subject as well as two - three practice tests forms per administration year. Refer to the Publishing scope for details regarding the content scope and forms design.

Data Provisioning

Data provisioning is done to preload the students' data into the system.

For client acceptance purposes a simulated corporation and school will be identified and created in the acceptance and production environment. The data for user acceptance this will be exported for scoring and reporting and provided along with the paper and pencil live data after the test administration.

Student Pre-Identification Data

OAS will make use of the Spring 2011 and 2012 respectively student barcode files to select and load the students for the grades indicated in Online Test Administrators Parameters. DOE will review the student data in OAS prior to opening the system for general schools use. The student preloaded data can be modified in OAS and the users can also create new student data. Screen shots will be provided to confirm the demographic labels, positions and other graphic user interface aspects (e.g. using checkboxes, dropdown lists, and radio buttons for values selection).

As in previous years, the pre-id data can not be modified in OAS and the RES updates will prevail. Due to the timing of the RES updates, those would not be applied until just prior to the data extract from OAS.

OAS User Data

Pre-existing CTB SSO user accounts are enabled in OAS for every staff member identified during the school selection process and according to their specific role. New accounts will be created as needed as well. These OAS accounts are used to access the system by the technical staff, test administrator staff and test proctors and perform the activities permitted for each user role.

Training

Training materials will be provided to the Indiana staff to ensure a successful implementation. All the training materials will be provided in electronic form and posted online at <www.ctb.com/istep>.

Aside from the training materials described in the table below, in 2009 CTB developed at the IDE's request also a pre-recorded practice test for students. The pre-recorded practice test will be again provided unchanged in 2011 - 2012.

The following training sessions will be provided:

Component	Test Administration Overview	Technical Coordinator Systems Overview
Training Participants	Corp Administrators (N=100) State Administrators (N=10)	Corporation IT Specialists (N=50)
Subject of the training or professional development	Introduction to the Summative Assessment Program: Overview of OAS features and functions. Training in Administrator tasks and responsibilities.	Introduction to the OAS system; Overview of technology architecture and implementation procedures. Set-up of Administrator and Student Work Stations
Training format	Hands-On; Online conducted on-site with Webinar make-up; Demonstration and oral presentation Train-the-Trainer.	Online – Webinar only; Demonstration and oral presentation; Train-the-Trainer
Total number of sessions	5 half day sessions in 5 days (2.5 hrs each)	3 half day sessions in 3 days (2 hrs)
Total number of educators per session	20	20
Total number of trainers per session	Up to 2 (Assumes 2 teams of trainers)	Up to 2 (Assumes 1 team of trainers)
Timing of session	Spring 2009, 2010	Spring 2009, 2010

Component	Test Administration Overview	Technical Coordinator Systems Overview
Documentation provided	PowerPoint presentations, OAS User's Guide, ISTEP+ Online TEM, Handouts (a Digital OAS Admin Toolkit which can be downloaded off the www.ctb.com/istep site)	PowerPoint presentations, OAS User's Guide, ISTEP+ Online TAM, Handouts Administrative Checklist; Technology Checklist.
Additional Training/Material	All Material posted Online Make-up web-ex, performed and posted online	All Material posted Online Make-up web-ex, performed and posted online
Training Locations	3 – 5 regional Training sites throughout the state will be provided by Indiana DOE (depending on participation)	Webinar

Documentation

OAS includes standard online help in the system, standard user guide and installation guide. These guides are distributed in PDF format.

The custom Indiana OAS Quick Start Guide, which was produced in 2009 will be updated as required and re-published in 2011-2012. The Indiana TEM will include instructions about conducting the testing for Test Examiners.

Implementation Services

As part of CTB's implementation services, CTB's technology surveys will be distributed to identify the technology at each school considering participation in the ISTEP+ Online. The sites will be grouped by their ability to meet requirements (Fully Meets, Conditionally Meets, and Does Not Meet). Support for sites to help them achieve readiness would include documentation, emails, teleconferences and site visits, as appropriate. A report similar to the one provided in 2009 of all sites' readiness will be delivered to the State.

Site Readiness

Based on our experience, paying close attention to these final steps prior to testing is critical in order to provide a reliable testing environment and prevent issues during the test administration.

At the time the training is completed for the schools that are preparing to test, the supporting documentation for the system will have been provided to the participating schools. The schools' technical staff will be involved to configure and confirm that the workstation set-ups are completed and the corporation technical staff should be involved with school staff to ensure network configuration requirements are fulfilled. Checklists are provided to guide the school and corporation staff during these activities. At the schools visited by CTB's technical staff, these activities will be performed by the school and corporation staff respectively, as monitored and assisted by CTB's field engineers.

Users who are setting up student workstations can log into OAS, where utilities will automatically detect if correct versions of Java and Flash are on the workstation. School technical staff would download upgrades as necessary.

At this time, the encrypted tests must be downloaded and pre-positioned on the students' workstations. Site Certification practice test sessions should be scheduled. Each site must confirm to CTB that all the Site Readiness activities were successfully completed. Only when this final step has been completed can the online assessments begin for that site.

Site Readiness Plan

Based on data provided during the proposal preparation, there are 2290 buildings within the state that service at least one grade in the 3 through 8 grade span.

For the scope of each of the administration years it is assumed that in order to reach 20% of the Indiana student population (100,000 students) up to 458 schools will be participating and CTB will visit up to 45 sites to assist with technical site readiness for the online testing. If required more visits can be provided for additional charges..

Registration for Spring Online testing

- CTB prepares the Site Technology Survey and Registration form
- CTB distributes the electronic Site Survey to all interested sites. This survey is to be completed by each site's technology coordinator and returned to CTB within 10 business days of receipt.
- The results will be used to adequately estimate which schools meet the OAS Configuration Requirements and are pre-qualified to participate in the online testing program.
- CTB follows up with sites. Should any sites that indicate are interested to test online fail to send complete/accurate information, CTB will schedule phone conferences with the site and/or corporation technology coordinators in order to clarify and rectify any outstanding issues with the survey.
- Should CTB determine that the site is not (or may not) be ready for OAS testing, in its opinion, the site will be advised if their equipment needs to be upgraded and plan to test only after that upgrade is completed or an onsite visit may be scheduled to prepare the site for testing.
- The OAS Implementation Services Manager will be responsible for delivering the following:
 - School Technical Capabilities Report
 - Recommendations for schools not fully meeting online testing requirements
 - List of Registered Schools for online testing
 - List of Contacts that require accounts for online testing; we will add one tech coordinator and one test coordinator per school and one tech coordinator and one test coordinator per corporation. Corporation staff will be trained how to add users

Test Administration Product Support

Product Support for OAS users will be provided during the customer's business hours 7:00 am – 5:00 pm EST. OAS Product Support will provide real time support to each school that is administering the online test. Product Support will answer any questions and work with users in resolving any issues regarding the testing process, system procedures, error conditions, student testing status and system status. A weekly administration report will be provided.

OAS Product Support is backed by CTB's network, development and technology support teams so that all customer calls can be handled expeditiously. All customer calls are logged and tracked to enable analysis of call handling and problem resolution statistics. This results in increased process and system improvement.

Scoring and Reporting

The student test data will be provided to other systems in CTB for Scoring and Reporting along with the paper and pencil tests. The details for these activities are described in detail in the Scoring Scope and Reporting Scope documents and are not part of the present document.

Out of Scope

1. OAS Manipulatives: any manipulatives not currently available (such as coin or shapes) are not in scope.
2. Training: For training related travel, CTB will cover the travel and accommodation costs for CTB staff. CTB will not be responsible for the cost of the educators' travel to regional training sites.
3. Pass-fail raw scores visible to students at the end of the test

Security

OAS employs industry-standard best practices to ensure security of test content, the testing experience, and the student reporting data. The system operates in Web-based mode, with all communication between the OAS server and the student workstation over HTTPS.

The test content is securely stored in an encrypted object bank using 256-bit encryption. Encryption keys are not retrieved from the server until the student successfully logs into a test, and the keys are only placed in temporary memory. The encrypted test items stored on the hard drive are only decrypted at the moment a student requests the test item. The item remains encrypted at all other times.

The testing experience is provided in a browser window that is locked-down on the student desktop. The browser window uses the full screen, overlaying any task bars or other control elements on the computer desktop, and cannot be minimized. This prevents students from accessing anything other than the test delivered by the browser. Students only have access to the testing experience with a proper login ID and password, and these are unique for every test session to which the student is assigned. Cheating is also discouraged by including features such as random test form assignment. Further, should a student be suspected of a testing impropriety, the administrative interface allows a student's test to be invalidated (and re-validated) at the click of a button.

Access to the student data is strictly controlled through a system of user roles and assignments in the organizational hierarchy. Users may only have access to the data and functionality appropriate to their role, and only for the members of the organization to which they are assigned.

Test administrators overseeing the students during testing can monitor student test status in real time using the OAS administrative software, and (depending on each organization's rules and procedures) can invalidate test results for students suspected of cheating, without losing the student's results or disrupting the testing process. Security is maintained in the OAS administrative software by means of hierarchy controls at various access levels, using a structure of limited permissions and login passwords.

To ensure business continuity OAS uses redundant fail over resources at the database, application server and web server layers. OAS is hosted by Equinix IBX centers which set the industry standard for secure and reliable collocation services. Equinix has a history of delivering robust and reliable data centers in the industry. OAS is hosted by McGraw-Hill's Global Operations and Infrastructure Division, the group that also hosts Business Week, Standard and Poors, and Platts. The data center has extensive backups and recovery procedures, and was operational through both the 9/11 tragedy and the New York City blackout. OAS is prepared also for situations when the entire Data Center is affected by natural disasters such as earthquakes or hurricanes. A disaster recovery plan and resources are in place to ensure the business continuity in case of catastrophic event.

Project Deliverables

<i>Deliverable</i>	<i>Description</i>	<i>Produced By</i>	<i>Stakeholder Signatures Required</i>
Project Schedule	A set of detailed milestones that identify when the client resources are required for reviews or other activities.	Program Schedule Analyst	DOE and Program Management
Content Requirements	Documentation on framework code, commodity code, assessment title, deliverable unit titles, forms, level/grade, time limit, product name, number of subtests.	Publishing	DOE and Program Management
Practice Test Content	Set of custom test items to be used for student practice testing	Publishing	DOE and Program Management
Operational Test Content	Set of test items to be used for operational testing.	Publishing	DOE and Program Management
Technology schools selection	A list of schools that have the technology and infrastructure to test online	Impl Mgr	DOE and Program Management
Weekly Call Tracking Report	Excel workbook with detail statistics on customer calls and corresponding quality metrics including trend analysis/summary.	Cust Support	DOE and Program Management
Technical Training Slides	Presentation slides to be used for Technical Training.	Training Mgr/ Contractor	DOE and Program Management
Administrator Training Slides	Presentation slides to be used for Administrator Training.	Training Mgr/ Contractor	DOE and Program Management
Standard OAS Installation Guide	Standard Installation Guide and Checklists	OAS Tech Writer	NA
Standard OAS User Guides	Standard reference document for users who will be responsible for	OAS Tech Writer	NA

	managing users, adding or modifying student data, scheduling tests, and proctoring tests.		
OAS Quick Start Guide	Short guide on main functions described in the system.	OAS Tech Writer	DOE and Program Management
TEM – online section	Test Examiners Manual provided in PDF format.	Publishing	DOE and Program Management
OAS Business and Configuration Requirements	ISTEP+ Business and Configuration requirements.	CTB Requirements Analyst	DOE and Program Management
Student Data Load (PreID Load)	Student data, including demographics. Typically, data is from pre-code.	ETL Dev	Product Support, optional DOE
User Accounts	User ids and passwords to allow state and school officials OAS system access, limited by the user's role (administrator, coordinator, accommodations coordinator, proctor)	Cust Support	NA

Critical Success Factors

Critical Success Factors	Success Definition
Project Schedule	<p>Delivery of the following components minimum 2 weeks prior to the test:</p> <ul style="list-style-type: none"> ○ OAS platform configured for Indiana ○ OAS loaded student barcode data ○ ISTEP+ Online Practice and Operational Content forms ○ Test Administrator's Manual ○ Technical and User Training <p>Sites registration for online testing by end of November Site Certification activities completed at least 3 days prior to the practice testing Approvals for any deliverables are received in max 5 days from DOE. Online testing is completed in time to facilitate the 7 days reports TAT</p>
Project Scope	<p>Delivery of the following critical components:</p> <ul style="list-style-type: none"> ○ Schools selection based on technology criteria and online testing registration response ○ OAS configured for Indiana ○ ISTEP+ Online and Practice Content forms ○ Test Administration Manual ○ Technical and User Training materials including the Quick Start Guide

Critical Success Factors	Success Definition
Project Quality	<p>The delivery of this project within CTB's metrics is a critical success factor for this project. These metrics include:</p> <ul style="list-style-type: none"> ○ Schedule Variance - Non-critical Components within a +/- 20% variance from the base lined project schedule. ○ Schedule Variance - Critical Components - Zero variance for components on the operational test administration critical path components. ○ Effort Variance - Delivery of the project within a +/- 5% variance from the base lined definitive estimates. ○ Post-Production Defects - No priority 1 and 2 defects post-production.
Resources	<p>DOE representative is available to facilitate response and resolution to State related issues/decisions within the agreed time frame</p> <p>DOE and schools staff will be available and responsive to CTB's inquiries for site survey, certification and readiness.</p> <p>CTB is provided access to the schools and corporation facilities in order to perform site certification related activities.</p>

Project Acceptance

Prior to the release of the system to the participating schools, CTB will provide DOE access to the system in a User Acceptance Testing environment for acceptance and sign off for the Content, OAS Platform and configurations for Indiana, as well as a review and sign off of the loaded schools hierarchy and student data.

Every effort is made to ensure that at this stage no critical or significant issues are present. It is expected that any non critical issues encountered at this time will be addressed by including further information in the training materials while a long term solution will be provided in the following administration. The User Acceptance Testing should be conducted in the final production environment in a UAT dedicated district and schools. The users will take tests as students and the results will be provided at the end of the testing along with all other student results.

Content Acceptance

The final Practice and Operational content user acceptance review is done using the OAS Test client in a User Acceptance Testing environment that replicates the OAS production environment. At the time of this final review the content has already undergone several reviews and all critical issues were detected and addressed. At this final review the content should be used during test taking as students and only major issues if any may be addressed if possible in the short time frame remaining until the test administration. Any minor issues identified at this time will be addressed during the following administration.

OAS Platform and Configuration Acceptance

The OAS platform and the configurations specific to Indiana will be provided for a final client review and the following criteria will be used for Acceptance.

The OAS platform and configuration are deemed accepted when the Test Administration System and the Test Client configurations are set according to the ISTEP+ business and configuration requirements for data hierarchy configuration, user set-up, student demographics and accommodations.

Student Data Acceptance Criteria

The client will verify that the number of students expected to load have been loaded and will do a spot check of the student demographics data for the students included is loaded in OAS.

Localized student data issues or missing student data affecting less than five students in a school location will be addressed by the client either correcting or creating new students data using the OAS system. A RES update will be applied before the online testing students' data is merged with paper and pencil testers for scoring and reporting.

Project Key Milestones

Milestone	Description	Due Date
Sites Selection	School sites selected	November
Indiana Acceptance	Acceptance of the project deliverables complete and can be released to the schools and corporations.	March
Training	Training sessions completed	March - April
Schools and Corporation staff login	Indiana staff receives OAS login username and passwords.	Late March
School Sites Readiness	School sites are ready for testing	Min 5 days prior to operational test
Practice Test Administration Multiple-Choice	Students take the Practice test	Min 5 days prior to operational test
Test Administration Multiple-Choice	Students take the test	Last week of April – First week of May
Test Administration Complete	Last day of testing	First week of May

Technology Requirements

The technical requirements listed below are based on the OAS 7 Installation Guide. In order to participate in the ISTEP+ Online, schools must meet these requirements.

These requirements may change until the time of the test administration every year as it is expected that there will be new application upgrades. The upgrades are carefully planned to keep the system updated with recent technology advances and to facilitate more extensive participation in online testing. As more information becomes available, CTB will inform DOE, and as appropriate, corporations and schools, about changes in requirements.

REQUIRED COMPUTER EQUIPMENT

Each computer must meet these minimum specifications:

- Platforms:
 - Windows PC with 1.3 GHz CPU and Windows XP Service Pack 3 or greater, Windows 2000 Service Pack 4 or greater, or Vista Service Pack 1 or greater OR
 - Intel Macintosh with 1.8 GHz CPU and 10.4.8 OS or OS 10.5.4
 - Linux (Suse, Ubuntu, Rehat)
- Hard disk space: 200 MB available disk space for object bank
- Memory: 512 MB RAM
- Internet access: 10mb Ethernet connection or equivalent wireless connection
- Bandwidth: 1.5 Mbps upload and download—T1 line, high-speed cable or high-speed DSL for every lab with 50-100 concurrent users
- Software:
 - Java Runtime Environment (JRE): Java 5.0, Update 14 or later for PC or
 - Java Runtime Environment (JRE): Java 6.0, Update 10 for Vista on PC to download test content ahead of time
 - Java Runtime Environment (JRE): Java 5.0, Update 7 or later for Mac
 - Web browser:
- Test Administrator's Workstation:
 - IE 6 OR IE 7 (Windows)
 - Firefox 2.0. Note: IE must be used to download test content or install Flash on student workstations.
 - Safari 2.0 (Mac)
- Student Workstation:
 - **IE 6 OR IE 7 (Windows) *Must be resident on workstation***
 - Safari 2.0 (Mac)

Each school must provide a sufficient number of computers that meet the minimum requirements in order to conduct practice sessions prior to testing.

ATTACHMENT D

Single Sign-on Spring 2011 and Spring 2012 Work Plan

The CTB McGraw-Hill online applications are integrated to provide Single Sign-on access for the Indiana users. The integrated applications are Navigator™(TMA and RES), OAS – the online platform for the ISTEP+ summative testing, Indiana Online Reporting System (INORS), and Acuity – for online formative testing. Users have one set of credentials that are used to access all the integrated applications through a single entry point at <www.ctb.com/entry>.

The feature is available to corporation and school administrators. The single sign-on functions can be used by teachers as well when their accounts are migrated (currently not in scope) after a more consistent use of Personnel Identification Number (EIN – external identification number) is achieved. This feature is not available for students.

The key functions available to users with single sign-on access:

- Single user account and single point of access for multiple applications
- Replication of key user attributes (password, email address, phone, address) across multiple systems
- Forgot password/ password reset
- Unique organizations structure (state, corporation, schools) across multiple systems
- Replication of districts/ schools (organizations) information across multiple systems

Users in corporations and schools testing ISTEP+ on OAS will receive access to OAS approximately 4 weeks prior to the testing window start and will have the access removed at the end of the business on the last day of testing.

As new corporations/ schools start testing Acuity, if they were previous ISTEP+ participants, their accounts will be maintained and will be provided access to Acuity through single sign-on.

End user documentation for single sign-on will be available on <www.ctb.com/istep> and will be updated as needed.

Periodical enhancements to the single sign-on system or data migration work will be schedule as much as possible outside of business hours or, when down time is required, in agreement with the IDOE.

ATTACHMENT E**Item Development
Spring 2011 and Spring 2012 Work Plan****ELA 3-8 / Math 3-8 / Science 4&6 / Soc St 5&7 20% Online****Operational Only Extension for Spring 2011 Administration****ISTEP Operational March 2011 - (cc Dec 2010) - OPEN-ENDED "Writing"**

1 form per grade			Form Design			Op Materials			ONLINE			Printed Online Admin Materials		
Grade	Content	Item Type	# Items per form	Scannable Test Book - Pgs per form	# forms	Total Pgs	Loed items for online	% of students online	Meth & Science Scanneble CR/ER books	# forms	Total Pgs			
3	ELA	CR	3	32	1	32	3	20%						
		ER	1				1							
		prompt	1				1							
	Math	CR	3											
		ER	1											
	4	ELA	CR				3							
		ER	1				1							
		prompt	1				1							
		Math	CR				48							
		ER	1				1							
	Science	CR	3				20							
	ER	1					1							

5	ELA	CR	3	48	1	48
		ER	1			
		prompt	1			
	Math	CR	3			
6	ELA	ER	1	48	1	48
		CR	3			
		ER	1			
	Math	CR	3			
7	ELA	ER	1	48	1	48
		CR	3			
		ER	1			
	Math	CR	3			
8	ELA	ER	1	40	1	40
		CR	3			
		ER	1			
	Math	CR	3			
8	ELA	ER	0	40	1	40
		CR	0			
		ER	0			
	Social Studies					

All tests: Large Print & Braille

3	1	1	20%	12	1	12
3	1	1	20%	20	1	20
3	1	1	20%	12	1	12
3	1	1	20%	12	1	12

Online Students have a printed book for Math&Science only

ISTEP Operational Spring 2011 - (cc Dec 2010) - MULTIPLE CHOICE "Progress"

1 form per grade

Grade	Content	Item Type	# Items per form	Materials			
				Non-Scannable Test Book Pge	# forms	Total Test Pgs	Scannable Answer Book Pgs
3	ELA	SR	45	n/e - test book is scannable	1	76	1
	Math	SR	46			76	
4	ELA	SR	45	112	1	112	8
	Math	SR	46			112	1
	Science	SR	45				8
5	ELA	SR	45	112	1	112	8
	Math	SR	46			112	1
	Social Studies	SR	45				8
8	ELA	SR	45	98	1	98	8
	Math	SR	40			98	1
		GR	8				12
	Science	SR	45				
7	ELA	SR	45	112	1	112	8
	Math	SR	40			112	1
		GR	6				12
	Social Studies	SR	45				
8	ELA	SR	45	98	1	96	8
	Math	SR	40			96	1
		GR	8				12
	Social Studies	SR	0				

All tests: Large Print & Braille

ONLINE	
Load Items for online	% of students online
45	20%
46	
45	20%
46	
45	20%
48	
45	20%
45	
45	20%
40	
8	
45	20%
45	
40	20%
6	
45	20%
45	
40	20%
6	
0	20%

ISTEP CR/ER MATH Pilot Spring 2011 (cc Dec 2010)

Grads	Content	Item Type	Form Design	Pilot Totals		Pilot Materials		
				# Items per form	# forms	Total Pilot Items across forms	Scannable Test Book - Pgs per form	# forms
3	Math	CR	5	1	5	2	16	1
		ER	2		2			
4	Math	CR	5	1	5	2	16	1
		ER	2		2			
5	Math	CR	5	1	5	2	16	1
		ER	2		2			
6	Math	CR	5	1	5	2	16	1
		ER	2		2			
7	Math	CR	5	1	5	2	16	1
		ER	2		2			
8	Math	CR	5	1	5	2	16	1
		ER	2		2			

42 6 96

ISTEP MC MATH Pilot Spring 2011 (cc Dec 2010)

Grads	Content	Item Type	Form Design	Pilot Totals		Pilot Materials		
				# items per form	# forms	Total Pilot Items across forms	Scannable Test Book - Pgs per form	# forms
3	Math	MC	46	1	46	32	1	32
4	Math	MC	46	1	46	32	1	32
5	Math	MC	46	1	46	32	1	32
6	Math	MC	46	1	46	32	1	32
7	Math	MC	46	1	46	32	1	32
8	Math	MC	46	1	46	32	1	32

276 6 192

ELA 3-8 / Math 3-8 / Science 4&6 / Soc St 5&7 20% Online

Spring 2011 Ancillaries	Pgs	Notes
Punch-Out Menipuietives		reprint / ship per admin window
Punch-Out Menipuietives - Large Print		reprint / ship per admin window
Menipuietives - Braille		reprint / ship per admin window
Practice Test MC- gr 3	8	pdf posted only (same as last year)
Practice Test AS- gr 3	8	pdf posted only (same as last year)
Practice Test - gr 6-8	18	pdf posted only (same as last year)
ONLINE Practice Test - gr 3 (8 items - mixed contents)		OAS only (same as last year)
ONLINE Practice Test - gr 4 (7 items - mixed contents)		OAS only (same as last year)
ONLINE Practice Test - gr 5 (7 items - mixed contents)		OAS only (same as last year)
ONLINE Practice Tests- Grs 6-8 (10 items - mixed contents)		OAS only (same as last year)
Admin Menuel - gr 3	98	print and post online
Admin Menuel - gr 4	104	print and post online
Admin Menuel - gr 5	104	print and post online
Admin Menuel - gr 6	112	print and post online
Admin Menuel - gr 7	112	print and post online
Admin Menuel - gr 8	96	print and post online
ONLINE USERS MANUAL	32*	This is incorporated into each EM
Test Coordinator Menuel	72	pdf posted only
Pecking Poster #1 ("writing" admin)	1	ship 1x for "writing" admin
Pecking Poster #2 ("progress" admin)	1	ship 1x for "progress" admin
Guide to Test interpretation - gr 3-8	58	pdf posted only
Teecher Scoring Guide - grade 3 (ell contents)	72	pdf posted only
Teecher Scoring Guide - grade 4 (ell contents)	88	pdf posted only
Teecher Scoring Guide - grade 5 (ell contents)	88	pdf posted only
Teecher Scoring Guide - grade 8 (ell contents)	88	pdf posted only
Teecher Scoring Guide - grade 7 (ell contents)	88	pdf posted only

Teacher Scoring Guida - grada 8 (all contents)	88	pdf posted only
Audio Tapes - gr 3,4,5		

OPTION NOT COSTED AT THIS TIME (Audio Tapes gr 6,7,8)

ELA 3-8 / Math 3-8 / Science 4&8 / Soc St 5&7 20% Online

Oparational Only Extension for Spring 2012 Adminstration

ISTEP Operational March 2012 - (cc Dec 2011) - OPEN-ENDED "Writing"

1 form per grade			Form Design	Op Materiele		
Grade	Content	Item Type	# Items per form	Scanneble Test Book - Pge per form	# forme	Total Pgs
3	ELA	CR	3	32	1	32
		ER	1			
		prompt	1			
	Math	CR	3			
		ER	1			
	4	ELA	3			
		ER	1			
		prompt	1			
		Math	3			
		ER	1			
		Science	3			
		ER	1			
5	ELA	CR	3	48	1	48
		ER	1			
		prompt	1			
	Math	CR	3			
		ER	1			
	Social	CR	3			
		ER	1			

ONLINE		Printed Online Admin Materiale		
Load items for online	% of students online	Math & Science Scannable CR/ER books	# forme	Total Pge
3	20%	12	1	12
1				
1				
3				
1				
1				
3	20%	20	1	20
1				
1				
3				
1				
1				
3	20%	12	1	12
1				
1				
3				
1				
1				

	Studies	ER	1			
6	ELA	CR	3			
		ER	1			
		prompt	1			
	Math	CR	3	48	1	48
		ER	1			
	Science	CR	3			
		ER	1			
7	ELA	CR	3			
		ER	1			
		prompt	1			
	Math	CR	3	48	1	48
		ER	1			
	Social Studies	CR	3			
		ER	1			
8	ELA	CR	3			
		ER	1			
		prompt	1			
	Math	CR	3	40	1	40
		ER	1			
	Social Studies	CR	0			
		ER	0			

All tests: Large Print & Braille

1			
3			
1			
1			
	20%		
	20	1	20
3			
1			
1			
	20%		
	12	1	12
3			
1			
	20%		
	12	1	12
0			
0			

Online Students have a printed book for Math&Science only

ISTEP Operational Spring 2012 - (cc Dec 2011) - MULTIPLE CHOICE "Progress"

1 form per grade

Grade	Content	Item Type	# Items per form	Materials				
				Non-Scanneable Test Book Pgs	# forms	Total Test Pgs	Scanneable Answer Book Pgs	# forms
3	ELA	SR	45	n/e - test book is scanneable		76	1	76
	Math	SR	46					
4	ELA	SR	45	112	1	112	8	1
	Math	SR	48					
	Science	SR	45					
5	ELA	SR	45	112	1	112	8	1
	Math	SR	46					
	Social Studies	SR	45					
6	ELA	SR	45	96	1	96	8	1
	Math	SR	40					
		GR	6					
	Science	SR	45					
7	ELA	SR	45	112	1	112	8	1
	Math	SR	40					
		GR	8					
	Social Studies	SR	45					
8	ELA	SR	45	96	1	98	8	1
	Math	SR	40					
		GR	8					
	Social Studies	SR	0					

All tests: Large Print & Braille

ONLINE	
Loed Items for online	% of students online
45	20%
46	
45	20%
46	
45	20%
48	
45	20%
45	
45	20%
40	
6	
45	
45	20%
40	
6	
45	20%
45	
40	
6	
45	20%
45	
40	
8	
0	

ELA 3-8 / Math 3-8 / Science 4&6 / Soc St 5&7 20% Online
dated: 03/14/08

Spring 2012 Ancillaries	Pgs	Notes
Punch-Out Manipulatives		reprint / ship per admin window
Punch-Out Manipulatives - Large Print		reprint / ship per admin window
Manipulatives - Braille		reprint / ship per admin window
Practice Test - gr 3	8	pdf posted only (same as last year)
Practice Test MC- gr 3	8	pdf posted only (same as last year)
Practice Test AS- gr 3	8	pdf posted only (same as last year)
Practice Test - gr 6-8	18	pdf posted only (same as last year)
ONLINE Practice Test - gr 3 (8 items - mixed contents)		OAS only (same as last year)
ONLINE Practice Test - gr 4 (7 items - mixed contents)		OAS only (same as last year)
ONLINE Practice Test - gr 5 (7 items - mixed contents)		OAS only (same as last year)
ONLINE Practice Tests- Grs 6-8 (10 items - mixed contents)		OAS only (same as last year)
Admin Manual - gr 3	98	print and post online
Admin Manual - gr 4	104	print and post online
Admin Manual - gr 5	104	print and post online
Admin Manual - gr 8	112	print and post online
Admin Manual - gr 7	112	print and post online
Admin Manual - gr 8	98	print and post online
ONLINE USERS MANUAL	32	This is Incorporated into each EM
Test Coordinator Manual	72	pdf posted only
Pecking Poster #1 ("writing" admin)	1	ship 1x for "writing" admin
Pecking Poster #2 ("progress" admin)	1	ship 1x for "progress" admin
Guide to Test Interpretation - gr 3-8	56	pdf posted only
Teacher Scoring Guide - grade 3 (ell contents)	72	pdf posted only
Teacher Scoring Guide - grade 4 (ell contents)	88	pdf posted only
Teacher Scoring Guide - grade 5 (ell contents)	88	pdf posted only
Teacher Scoring Guide - grade 8 (ell contents)	88	pdf posted only

Taachar Scoring Guida - grade 7 (all contents)	88	pdf posted only
Teachar Scoring Guide - grade 8 (all contents)	88	pdf posted only
Audio Tapas - gr 3,4,5		

ATTACHMENT F**Program Milestones and Critical Dates – Spring 2011****Spring 2011**

The following, with the exception of the test windows, are tentative critical dates for Work Scope hereunder. Key Deliverables that are subject to Liquidated Damages are indicated with a dollar sign (\$). The tentative dates below are based on the original scope of work for the contract extension which does not include any adjustments that may be necessary for sell-up options chosen by the IDOE. The parties agree to negotiate all tentative dates during the initial planning meetings for that contract year and to update or revise the dates in accordance with Paragraph 8 "Changes in Work" of the Contract.

For the First Year of the Renewal Period

Deliverables	Date
Applied Skills Test Materials In-site \$	2/1/11 – 2/10/11
Applied Skills Test Window	2/28/11 – 3/9/11
Multiple-Choice Test Materials In-site \$	3/30/11 – 4/11/11
Multiple-Choice Test Window	4/25/11 – 5/4/11
Multiple-Choice Online Test Window	4/25/11 – 5/6/11
INORS Live (Phase 1) \$	5/26/11
Parent Network Live (Phase 1) \$	5/26/11
Parent Network Student Report In-Site (Phase 2) \$	6/14/11
Student Report Labels in-site (Phase 2) \$	6/14/11
Image Print Live (Phase 2) \$	6/14/11
INORS Summaries Live (Phase 3) \$	6/14/11
Revised DISAG and GRTs Live (Phase 4) \$	8/10/11

ATTACHMENT G**Program Milestones and Critical Dates – Spring 2012****Spring 2012**

The following, with the exception of the test windows, are tentative critical dates for Work Scope hereunder. Key Deliverables that are subject to Liquidated Damages are indicated with a dollar sign (\$). The tentative dates below are based on the original scope of work for the contract extension which does not include any adjustments that may be necessary for sell-up options chosen by the IDOE. The parties agree to negotiate all tentative dates during the initial planning meetings for that contract year and to update or revise the dates in accordance with Paragraph 8 “Changes in Work” of the Contract.

For the Second Year of the Renewal Period

Deliverables	Date
Applied Skills Test Materials In-site \$	3/31/12 – 2/9/12
Applied Skills Test Window	3/5/12 – 3/14/12
Multiple-Choice Test Materials In-site \$	3/28/12 – 4/9/12
Multiple-Choice Test Window	4/30/12 – 5/9/12
Multiple-Choice Online Test Window	4/30/12 – 5/11/12
INORS Live (Phase 1) \$	6/01/12
Parent Network Live (Phase 1) \$	6/01/12
Parent Network Student Report In-Site (Phase 2) \$	6/19/12
Student Report Labels in-site (Phase 2) \$	6/19/12
Image Print Live (Phase 2) \$	6/19/12
INORS Summaries Live (Phase 3) \$	6/19/12
Revised DISAG and GRTs Live (Phase 4) \$	8/15/12

ISTEP+ Contract – Program Enhancements

V1.4

EXHIBIT B

DCF/YEAR(S)	METRICS	PRICE
PM06-S11/S12 Secure Barcodes and Inventory	<p>Assumptions:</p> <p>Secure Barcode and Inventory isn't included in the contract extension it was a "sell up" for 2009 and 2010.</p> <ul style="list-style-type: none"> Secure Barcodes for 80% paper and pencil test books only Inventory costs to be included Please separate the costs for years S11 and S12 No Pilot books included in costs Include secure barcodes and inventory for LP and Braille in grades 3-8 Include secure barcodes and inventory for audio tapes grades 3-5 <p>Indiana Model for Inventory (ScanOptics):</p> <ol style="list-style-type: none"> Secure materials bar-coded at printer, BC files to CTB When returning materials, customer separates material by secure (shipped to either Scoring Center IN or ScanOptics CT) and non-secure (eventually destroyed by customer) Graphical packaging instructions (TCM & Poster) Dedicated carrier/secure pickup Customer called by either site if discrepancies in box counts Immediate scan of all used and unused materials Corporations with missing materials are reviewed, re-scanned Inventory/Missing Materials Report run by Scoring and sent to the IDOE for distribution Customer audit possible by Scoring if disagreement as to missing materials <p>Assumptions:</p> <ol style="list-style-type: none"> Grade 3 for AS and M-C only <i>unused</i> will be sent to ScanOptics. Used will be scanned in Indianapolis as they are scored. Grades 4-8 AS only <i>unused</i> will be sent to ScanOptics. Used will be scanned in Indianapolis as they are scored. Grades 4-8 use answer booklets for M-C so <i>all grades 4-8</i> test books will be sent to ScanOptics. 	\$1,345,774

See Page 1

Number of Scannable Books that Need Barcodes:

Grade	Print Quantity S11/AS	Print Quantity S11/MC	Print Quantity S12/AS	Print Quantity S12/MC
3	97	76	97	76
4	97	76	97	76
5	99	78	99	78
6	99	78	99	78
7	99	78	99	78
8	102	81	102	81

DCF/YEAR(S)	METRICS	PRICE
PM08-S11/S12 Test Coordinator's Manual Print	<p>Assumptions:</p> <p>The IDOE requested a price on printing the Test Coordinator Manuals' (TCM's) for Spring 2010 and 2011.</p> <ul style="list-style-type: none"> • Print, package, fulfillment, and shipping of 7K TCM's • Manuals will be shipped to corps. packaged by school. • Excess used for short/adds during the Multiple-Choice administration 	\$18,750

DCF/YEAR(S)	METRICS	PRICE
PM09-S11/S12 Practice Test Print	<p>Assumptions:</p> <p>DOE has requested costs to print Grade 3 Applied Skills and Multiple-Choice Practice Tests for Spring 2011 and 2012 and print Gridded Response Practice Test for Grade 6 Multiple-Choice Spring 2011 and 2012.</p> <ul style="list-style-type: none"> • Print, package, fulfillment, and shipping of 78K grade 3 8-page Practice Test for Applied Skills Assessment (March) • Print, package, fulfillment, and shipping of 78K grade 3 8-page Practice Test for Multiple-Choice Assessment (April) • Print, package, fulfillment, and shipping of 77K grade 6 16-page Practice Test for Gridded Response (April) 	\$105,988

DCF/YEAR(S)	METRICS	PRICE
PM10-S11 SIQ Changes	<p>Assumptions:</p> <p>This change will be for contract year 2010-11 (spring 2011 administration) and forward</p> <p>Based on initial review, the following functional areas are impacted with Ethnicity changes:</p> <ul style="list-style-type: none"> a. Development (changes to the bio/SIQ pages, TEM, Scoring Guides, (ancillaries) etc.) b. Technology (capture and use new rules for resolving ethnicity for students, pre-id, RES, DISA report changes, any customization to OAS as applicable) c. GROW (INORS DISA report, new rules, compatibility in reporting new and old rules – prior year reports will follow old data rules) d. Research (use new rules for validation school selection, sampling, etc.) <p>The Teacher code change will impact the following functional area:</p> <ul style="list-style-type: none"> a. INORS (use of teacher codes to create accounts, linking of student to teachers) b. DEx (rules for incorporating the teacher codes and associated users into the system as opposed to what is currently in the design) c. No change to Pre-Id, RES as existing (2010) rules will be continued to be followed by Technology systems. Any new features will be out of scope and will be treated as new change when known. d. No impact to Development & Research as this data is just a pass-through from Pre-Id/RES to GRT /INORS. <p>Newly Collected Ethnicity/race Info</p> <p>Answer Document</p> <ul style="list-style-type: none"> • Will collect the information according to the new federal guidelines <ul style="list-style-type: none"> ○ Hispanic/Not Hispanic (mark one) ○ Race – 5 categories (mark all that apply) <p>Pre-ID File –</p> <ul style="list-style-type: none"> • Will provide the <u>collected information</u> (6 buckets) <ul style="list-style-type: none"> ○ Hispanic – yes/no ○ Race Asian – yes/no ○ Race Black/Non-Hispanic – yes/no ○ Race American Indian – yes/no ○ Race Native Hawaiian – yes/no ○ Race White/Non-Hispanic – yes/no <p>OAS</p> <ul style="list-style-type: none"> • The display of race/ethnicity info will change to resemble the answer document. 	\$41,818

PM10-S11 (Cont) SIQ Changes	<p>Resolved Ethnicity/Race Category</p> <ul style="list-style-type: none"> • Ethnicity/Race will be resolved to one of the following reporting categories using a set of rules <ul style="list-style-type: none"> ◦ Hispanic ◦ Asian ◦ Black/Non-Hispanic ◦ American Indian ◦ Native Hawaiian ◦ White/ Non-Hispanic ◦ Two or More Races • Assumes resolution takes place in bridge <p>RES</p> <ul style="list-style-type: none"> • Show the resolved/reported category in RES (no change) <ul style="list-style-type: none"> ◦ If the school/corp. updates the resolved/reported category, it will be out of sync with the collected information. We assume this is OK. <p>Summary</p> <ul style="list-style-type: none"> • Assumes a change to the DISA records <p>Reports</p> <ul style="list-style-type: none"> • Assumes a change to the Disaggregation Summary File to report the 7 categories plus the No Valid Information category. • GRT – assumes we add the collected Ethnicity/Race information (6 buckets). <ul style="list-style-type: none"> ◦ Continue to report the resolved/reported category <p>INORS</p> <ul style="list-style-type: none"> • Changes to the Disaggregation Summary Report • GRT will have a new record length <p>Parent Network</p> <ul style="list-style-type: none"> • Load a GRT with a different record length 	See Page 5
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DCF/YEAR(S)	METRICS	PRICE																														
PM11-S11/S12 100% Paper and Pencil	<p>Assumptions:</p> <p>Multiple-Choice 100% paper due to less than 20% online testing</p> <p>Manufacturing:</p> <ul style="list-style-type: none"> ~21K Multiple-Choice test books at grades 3 and ~21K test Multiple-Choice test books and ~21K answer books at grades 4-8 at each grade Practice Tests ~21K at grade 3 for A-S and ~21K for M-C and ~21K at grade 6 for M-C Gridded Response (separate price) Secure Barcodes/Inventory for 20% materials <p>Fulfillment:</p> <ul style="list-style-type: none"> Packages of 6 and 12 for 126K test books grades 3-8 and 105K answer books grades 4-8 Packages of 6 and 12 for grade 3 and grade 6 Practice Tests (separate price) Costs for materials shipped to p/p vendor if applicable <p>Shipping:</p> <ul style="list-style-type: none"> Delivery of materials to corps/schools Pickup at corps/schools for shipment to Indianapolis & ScanOptics) <p>Scoring Operations:</p> <ul style="list-style-type: none"> 20% increase in cases/scan-sheets and inventory <table border="1"> <thead> <tr> <th>Year 1</th> <th>2011</th> <th>Practice Tests</th> </tr> </thead> <tbody> <tr> <th>Grade</th> <th>Books</th> <th>Administration</th> </tr> <tr> <td>3 (8-pager)</td> <td>21K</td> <td>AS (March)</td> </tr> <tr> <td>3 (8-pager)</td> <td>21K</td> <td>M-C (April)</td> </tr> <tr> <td>6 (16-pager)</td> <td>21K</td> <td>M-C (April)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Year 2</th> <th>2012</th> <th>Practice Tests</th> </tr> </thead> <tbody> <tr> <th>Grade</th> <th>Books</th> <th>Administration</th> </tr> <tr> <td>3 (8-pager)</td> <td>21K</td> <td>AS (March)</td> </tr> <tr> <td>3 (8-pager)</td> <td>21K</td> <td>M-C (April)</td> </tr> <tr> <td>6 (16-pager)</td> <td>21K</td> <td>M-C (April)</td> </tr> </tbody> </table>	Year 1	2011	Practice Tests	Grade	Books	Administration	3 (8-pager)	21K	AS (March)	3 (8-pager)	21K	M-C (April)	6 (16-pager)	21K	M-C (April)	Year 2	2012	Practice Tests	Grade	Books	Administration	3 (8-pager)	21K	AS (March)	3 (8-pager)	21K	M-C (April)	6 (16-pager)	21K	M-C (April)	\$1,305,876
Year 1	2011	Practice Tests																														
Grade	Books	Administration																														
3 (8-pager)	21K	AS (March)																														
3 (8-pager)	21K	M-C (April)																														
6 (16-pager)	21K	M-C (April)																														
Year 2	2012	Practice Tests																														
Grade	Books	Administration																														
3 (8-pager)	21K	AS (March)																														
3 (8-pager)	21K	M-C (April)																														
6 (16-pager)	21K	M-C (April)																														

DCF/YEAR(S)	METRICS	PRICE
PM12-S11/S12 OAS Multiple-Choice Virtual Form 2	<p>Assumptions:</p> <p>To create a virtual form for OAS purposes for Multiple-Choice by re-arranging the existing items using the current year Operational form (not any other year). The item re-arranging needs to be limited within a subtest (distracters will not be re-arranged). The purpose is to minimize the risk of student copying or cheating when testing online. There will be no change to the paper test form.</p> <p>The following are potential areas of impact:</p> <ul style="list-style-type: none"> • PEID • OAS content data load • Technology Back End systems • Possible impact to manual clean up <p>Assumptions - Technology</p> <ul style="list-style-type: none"> • The alternate form will be processed as a new Multiple-Choice form through the Back End • There will be no field test items • OAS will set the alternate form before export to the mainframe • The Front End will not process the alternate form or load the PEID • A new PEID will be loaded to the Back End. The reporting structure (content area/objective) and titles will be the same as the regular form • If items are suppressed they will have to be suppressed in the (regular paper/pencil and OAS form) and the alternate OAS form. • Bridge/CR checker/match merge/unmerge will be modified to include the new alternate form. • The alternate form will use the same tables and cuts as the regular form • The alternate form will be reported along with the regular form 	\$89,724

DCF/YEAR(S)	METRICS	PRICE
PM16-S11		\$0
Delete INORS Report(s)	Assumptions: - Technology Project Management costs	

DCF/YEAR(S)	METRICS	PRICE
<p>PM19-S11</p> <p>De-Scope S11 Applied Skills OAS Testing</p>	<p>Assumptions:</p> <p>Based on the feedback received and observing student experiences in typing CR responses during OAS Fall Pilot test administration in 2008, the IDOE has made the decision not to administer the Applied Skills OAS Test administration in S11.</p> <p>The IDOE plans to administer in subsequent years (from Spring 2012 onwards). The IDOE recommends including typing skills as one of the skills to be added to their curriculum.</p> <ul style="list-style-type: none"> Content/Publishing does not have to edit and publish this test in OAS. OAS-Technology to not administer the test (no development, QA, or implementation); update the schedule/milestones for dealing with Technology Coordinators and Test Coordinators training plans for the OAS Multiple-Choice test administration. EISS Technology to not implement Winbridge/Match-Merge/handscore upload functionality for OAS student responses; no need for image XML file handoff. Technology will not have to deal with additional image XML file for OAS student responses and delivery of the same in Parent Network and INORS. <p>Removal of the following activities would apply:</p> <ul style="list-style-type: none"> Changes to main Bridge program Changes to the Bridge User Exit for project customization Changes to the ESOP Services Screens for match/merge system Applied Skills site readiness – 20 sites (note that the maximum # of sites per year was capped at 45 total for both Applied skills and Multiple-Choice) Extracting the data after the Applied Skills test administration Support during 5 days of practice and 10 days of operational testing Support developing custom documentation Training specific to the Applied Skills part of the Project Management oversight 	(\$71,978)

DCF/YEAR(S)	METRICS	PRICE										
PM21-S11/S12 GQE Storage	<p>Assumptions:</p> <ul style="list-style-type: none"> • <u>2011</u>: 2007 GQE materials stored - \$15,214 • <u>2012</u>: 2008 GQE materials stored - \$2,357 <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Indiana Warehouse (# of cages)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">Current</th> <th style="text-align: center; padding: 2px;">Current</th> </tr> <tr> <th style="text-align: left; padding: 2px;">Previous</th> <th style="text-align: center; padding: 2px;">Previous</th> </tr> </thead> <tbody> <tr> <td style="text-align: left; padding: 2px;">2007</td> <td style="text-align: center; padding: 2px;">60</td> </tr> <tr> <td style="text-align: left; padding: 2px;">2008</td> <td style="text-align: center; padding: 2px;">11</td> </tr> <tr> <td style="text-align: left; padding: 2px;">Total Cages</td> <td style="text-align: center; padding: 2px;">71</td> </tr> </tbody> </table> </div>	Current	Current	Previous	Previous	2007	60	2008	11	Total Cages	71	\$17,571
Current	Current											
Previous	Previous											
2007	60											
2008	11											
Total Cages	71											

DCF/YEAR(S)	METRICS	PRICE								
PM22-S11/S12 GQE Destruction	<p>Assumptions:</p> <ul style="list-style-type: none"> • <u>2011</u>: 2007 GQE materials to be destroyed - \$6,857 • <u>2012</u>: 2008 GQE materials to be destroyed - \$1,143 <table border="1"> <caption>Indiana Warehouse (# of cages)</caption> <thead> <tr> <th>Current Previous</th> <th>Current</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>60</td> </tr> <tr> <td>2008</td> <td>11</td> </tr> <tr> <td>Total Cages</td> <td>71</td> </tr> </tbody> </table>	Current Previous	Current	2007	60	2008	11	Total Cages	71	\$8,000
Current Previous	Current									
2007	60									
2008	11									
Total Cages	71									

DCF/YEAR(S)	METRICS	PRICE																												
PM36-S11 Science Specification Meeting	<p>Assumptions:</p> <ul style="list-style-type: none"> • CTB/DOE: Conduct Science Specification Meeting (January 2011) ◦ 2-day Specifications Meeting to accomplish the following: <ul style="list-style-type: none"> a. Determine/confirm appropriate item types for new standards/indicators b. Make additional revisions to blueprint as needed c. Revise test specifications d. Align item pool to new Science standards to determine exact item development needed ◦ 10 Attendees per day ◦ 15 Overnight attendees ◦ 1 meeting room per day plus (total of 2 = 4 over 2 days) ◦ 1 AE and 1 CDL to attend from publishing (2-day meeting, prep work prior to meeting, 1 day travel at each end of the meeting) ◦ 2 PM attendees <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">Department</th> <th style="text-align: left; padding: 2px;">Task Description</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px; vertical-align: top;">Program Management</td> <td style="padding: 2px;">Hotel (20 attendees and PM)</td> </tr> <tr> <td></td> <td style="padding: 2px;">Meeting Rooms (4)</td> </tr> <tr> <td></td> <td style="padding: 2px;">Meeting Equipment</td> </tr> <tr> <td></td> <td style="padding: 2px;">Meeting Supplies</td> </tr> <tr> <td></td> <td style="padding: 2px;">Parking</td> </tr> <tr> <td></td> <td style="padding: 2px;">Food & Beverage</td> </tr> <tr> <td></td> <td style="padding: 2px;">Mileage Reimbursement</td> </tr> <tr> <td></td> <td style="padding: 2px;">Dinner Reimbursement</td> </tr> <tr> <td></td> <td style="padding: 2px;">Substitute Pay</td> </tr> <tr> <td></td> <td style="padding: 2px;">PM Travel</td> </tr> <tr> <td></td> <td style="padding: 2px;">PM Car/Parking</td> </tr> <tr> <td></td> <td style="padding: 2px;">PM Meals</td> </tr> <tr> <td></td> <td style="padding: 2px;">Misc.</td> </tr> </tbody> </table>	Department	Task Description	Program Management	Hotel (20 attendees and PM)		Meeting Rooms (4)		Meeting Equipment		Meeting Supplies		Parking		Food & Beverage		Mileage Reimbursement		Dinner Reimbursement		Substitute Pay		PM Travel		PM Car/Parking		PM Meals		Misc.	\$45,035
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<u>DCF/YEAR(S)</u>	<u>METRICS</u>	<u>PRICE</u>
PM37-S11 Science Item Development	<p>Assumptions:</p> <p>Item Development for new Science Standards:</p> <ul style="list-style-type: none"> • Total of 90 MC items (45 items x 2 grades) • Total of 40 CRs (20 items x 2 grades) • Total of 12 ERs (6 items x 2 grades) 	\$57,998

DCF/YEAR(S)	METRICS	PRICE
PM38-S11 Science Content and Bias Meeting	<p>Assumptions:</p> <p>CTB/IDOE: Conduct Science Content and Bias Review Meeting (July 2011)</p> <ul style="list-style-type: none"> • 2-day Content and Bias Meeting • 4 meeting rooms per day (total of 8) • 20 Attendees per day • Bias/Sensitivity (5-6 teachers) • Citizen's Committee (5-6 teachers) • 1 AE and 1 CDL to attend from CTB publishing <p>Total of 90 MC items (45 items x 2 grades)</p> <p>Total of 40 CRs (20 items x 2 grades)</p> <p>Total of 12 ERs (6 items x 2 grades)</p> <p>Handscoring:</p> <ul style="list-style-type: none"> • 1 CTB Handscoring person per room = 2 people total. • Each Handscoring person needed for 2 days • Each Handscoring person needed for 40. 	\$76,206

DCF/YEAR(S)	METRICS	PRICE
PM39-S12 Science Pilot Test and Associated Tasks	Assumptions: <ul style="list-style-type: none"> • Development and production of stand alone Science Pilot forms • 1 M-C Pilot per grade (4 and 6) • 4 A.S. Pilots per grade (4 and 6) • Technology Project Management • Scoring Project Management • Scaling & Equating • Document Processing • Items will be scored as a 2011 pilot • 20 Science CR & 6 Science ER items per grade to score • All training/scoring will be done on day shift • Pilot Anchor Rangefinding <ul style="list-style-type: none"> ◦ With teachers • 3000 per item scored plus 5% second reads • Each item will be scored using the current analytic rubric for Science CR & ER items • 12 day training/scoring window • TMRM will not be done with IDOE. IDOE will do independent review of TMRM CD's. • Update item pool • PEID release • Operational Form selection for Spring 2013 	\$528,936

<u>DCF/YEAR(S)</u>	<u>METRICS</u>	<u>PRICE</u>																																																																
PM39-S12 (Cont) Science Pilot Test and Associated Tasks	<p>Publishing</p> <ul style="list-style-type: none"> • 1 Form of LP per grade (4 and 6) • No Braille <p>ISTEP CR/ER Pilot Spring 2011</p> <table border="1"> <thead> <tr> <th>Grade(s)</th> <th>Content Area</th> <th>Item Type</th> <th>Field Test Items per Form</th> <th># Forms</th> <th>Total Field Test Items</th> <th>Total Items per Form</th> <th>Total Pages per Form</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>Science</td> <td>MC</td> <td>45</td> <td>1</td> <td>45</td> <td>45</td> <td>16</td> </tr> <tr> <td>4</td> <td>Science</td> <td>CR</td> <td>5</td> <td>4</td> <td>20</td> <td>5</td> <td>16</td> </tr> <tr> <td>4</td> <td>Science</td> <td>ER</td> <td>2</td> <td>4</td> <td>6</td> <td>2</td> <td>16</td> </tr> <tr> <td>6</td> <td>Science</td> <td>MC</td> <td>45</td> <td>1</td> <td>45</td> <td>45</td> <td>16</td> </tr> <tr> <td>6</td> <td>Science</td> <td>CR</td> <td>5</td> <td>4</td> <td>20</td> <td>5</td> <td>16</td> </tr> <tr> <td>6</td> <td>Science</td> <td>ER</td> <td>2</td> <td>6</td> <td>6</td> <td>2</td> <td>16</td> </tr> <tr> <td colspan="5" style="text-align: right;">10</td><td style="text-align: right;">104</td><td></td><td></td></tr> </tbody> </table>	Grade(s)	Content Area	Item Type	Field Test Items per Form	# Forms	Total Field Test Items	Total Items per Form	Total Pages per Form	4	Science	MC	45	1	45	45	16	4	Science	CR	5	4	20	5	16	4	Science	ER	2	4	6	2	16	6	Science	MC	45	1	45	45	16	6	Science	CR	5	4	20	5	16	6	Science	ER	2	6	6	2	16	10					104			See Page 16
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10					104																																																													

DCF/YEAR(S)	METRICS	PRICE
PM40-S11 Student Barcode Layout Changes	<p>Metrics</p> <p>In an effort to create a universal Pre-id data layout for all vendors they deal with the IDOE is intending to modify the layout of the Pre-id file for spring 2011.</p> <p>Pre-Id layout changes are acceptable with no additional cost as long as the following hold true:</p> <ul style="list-style-type: none"> a) All data points that are currently used will continue to exist in the same data format (ex. numeric, alpha, etc.) b) No changes are requested on the pre-id Barcode Label print. c) No changes are requested on the Pre-id Roster Report print. d) The business rules for the transformation of any data values remain the same as in previous years (with the exception of Ethnicity). 	\$0

EXHIBIT C

CTB/McGraw-Hill ISTEP+ PRICING AND PAYMENT SCHEDULE

The following tables indicate the pricing for each year and the payment schedule CTB will invoice in accordance with this schedule.

For July 1, 2010 – June 30, 2011

September 30, 2010	\$ 900,000
October 30, 2010	\$ 1,100,000
November 30, 2010	\$ 2,200,000
December 30, 2010	\$ 2,804,187
February 28, 2011	\$ 4,685,035
April 30, 2011	\$ 6,242,662
June 30, 2011	\$ 1,730,978
Total	\$19,662,862

For July 1, 2011 – June 30, 2012

July 31, 2011	\$ 4,950,000
September 30, 2011	\$ 976,206
October 30, 2011	\$ 1,100,000
November 30, 2011	\$ 2,200,000
December 30, 2011	\$ 2,762,369
February 28, 2012	\$ 4,640,000
April 30, 2012	\$ 6,152,938
June 30, 2012	\$ 7,205,323
Total	\$29,986,836

Exhibit D

RFP 7-93

SECTION ONE GENERAL INFORMATION AND REQUESTED PRODUCTS/SERVICES

1.1 INTRODUCTION

In accordance with Indiana statute, including IC 5-22-9, the Indiana Department of Administration (IDOA), acting on behalf of the Indiana State Board of Education (the State Board) and the Indiana Department of Education (IDOE), requests proposals on all or one or more of the components of a long-term statewide student learning assessment system for use in the state's K-12 schools (the Assessment System). The content of this Request for Proposals (RFP) has been prepared by, or is based upon input from, staff of the IDOE and members of the State Board. The overall approach of the Assessment System upon which this RFP is based is discussed in "A Long-Term Assessment Plan for Indiana: Driving Student Learning," included here as Attachment A. Deliverables for the components of the system are discussed below.

It is the intent of IDOA to solicit responses to this RFP in accordance with the statement of work, requirements for preparation of a proposal, and specifications contained in this document. This RFP is being posted to the IDOA website (<http://www.IN.gov/idoa/proc>) for downloading. A nominal fee will be charged for providing hard copies. Neither this RFP nor any response (proposal) submitted hereto is to be construed as a legal offer.

1.2 DEFINITIONS AND ABBREVIATIONS

Following are explanations of terms and abbreviations appearing throughout this RFP. Other special terms may be used in the RFP, but they are more localized and defined where they appear, rather than in the following list.

Academic Standard	A broad content statement of what an individual should know and be able to do relative to a particular area of study. (e.g., Computation)
Academic Indicator	A subdivision of an Academic Standard that defines specific skills and knowledge an individual should learn. (e.g., Understand the special properties of 0 and 1 in multiplication and division.)
Analytical Services	Services provided by the contractor to ensure the technical soundness of assessments. Such services may include, but are not limited to, the selection of representative samples of Indiana students, conducting pilot studies, scaling of items, item bias analyses, setting of performance standards, and demonstration of test reliability and validity.
Applied Skills	Constructed response assessment items

Board	Indiana State Board of Education
Calibration	Placing items on a common scale so that items measuring the same underlying content represent a position on the scale that is also represented by other items of comparable difficulty.
Constructed Response	A test question or task that requires the examinee to create his or her own response (e.g., short answer, essay).
Criterion-Referenced Assessment	An assessment referenced to pre-defined content standards and designed to measure student achievement relative to those standards. As used in this RFP, the term means an assessment designed to measure achievement relative to the Indiana Academic Standards in English/language arts, mathematics, science, and social studies.
Diagnostic or Formative Assessment	A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes
Full Time Equivalent (FTE)	A measurement of an employee's productivity on a specific project or contract. An FTE of 1 would mean that there is one worker fully engaged on a project. If there are two employees each spending 1/2 of their working time on a project, that would also equal 1 FTE.
GQE	Graduation Qualifying Exam; administered in the fall to grade 10 students, and in both the fall and the spring to students who have not yet achieved a passing score.
IAC	The Indiana Administrative Code.
IC	The Indiana Code.
IDOA	Indiana Department of Administration
IDOE	Indiana Department of Education
Interim or Benchmark	

Assessment	An assessment designed to measure the progress of one or more students in a class, a grade, a school, or a corporation in mastering the Indiana Academic Standards.
ISBE	Indiana State Board of Education
ISTEP+	Indiana Statewide Testing for Educational Progress-Plus, Indiana's current statewide testing program, currently including statewide assessments in English/language arts, mathematics, and science. ISTEP+ assessments are currently administered in the fall of the year at grades 3 through 10 in English/language arts and mathematics. ISTEP+ science currently is administered in the fall in grades 5 and 7.
Logistic Services	The timely packaging and shipping of test materials and administration manuals to all local school corporations in Indiana, as well as the timely return of test results to IDOE and local corporations and schools.
Mixed Format Assessment	An assessment utilizing a variety of types of assessment items, including selected response items and constructed response items.
Offeror	Respondent to this RFP.
Online	Communication of information via the internet (World Wide Web)
Other Governmental Body	An agency, a board, a branch, a bureau, a commission, a council, a department, an institution, an office, or another establishment of any of the following: (1) The judicial branch. (2) The legislative branch. (3) A political subdivision (includes towns, cities, local governments, etc.) (4) A state educational institution
Passing Score	Performance standard adopted by the Indiana State Board of Education representing the skills and knowledge that all students should acquire as assessed.
Products	Tangible goods or manufactured items as specified in this RFP.
Proposal	An offer as defined in IC 5-22-2-17.

Respondent	An offeror as defined in IC 5-22-2-18. The State will not consider a proposal responsive if two or more offerors submit a joint or combined proposal unless one offeror is clearly identified as the Respondent who will be ultimately responsible for performance of the contract.
RFP	Request for Proposals
School Corporation	Indiana's term for a school district or local education agency.
Scoring Rubric	A set of standard rules and procedures used to assign scores to students' responses to constructed response items or performance assessment tasks.
Selected Response	A test question that requires the examinee to choose the correct/best answer from a list of possible responses (i.e., multiple choice).
Services	Work to be performed as specified in this RFP.
State	The State of Indiana
State Agency	As defined in IC 4-13-1, "state agency" means an authority, board, branch, commission, committee, department, division, or other instrumentality of the executive, including the administrative, department of state government.
STN	Student Test Number; a unique identifier for each student tested.
Vendor	Any successful Respondent selected as a result of the procurement process to deliver the products or services requested by this RFP.
Web-Based	Delivered via the Internet World Wide Web.

1.3 PURPOSE OF THE RFP

The purpose of this RFP is to select one or more Respondent(s) that can satisfy one or more of the components for the Assessment System. It is the intent of the IDEOE to contract with one or more Respondents(s) to provide the components for the Assessment System.

1.4 SUMMARY SCOPE OF WORK

Overview

Indiana currently has 293 public school corporations and 45 charter schools, as well as 295 private schools whose students also participate in the state's assessment system. All of these schools serve some 1,117,600 students in grades Kindergarten through 12, including approximately 70,000 students with disabilities and 14,000 students for whom English is their second language who require accommodation on the current assessments.

During the 2006-2007 school year, the State has had the following numbers of students in grades Kindergarten through 12:

Grades	2006-07 Public School Students
K	79,118
1	82,623
2	79,264
3	77,983
4	78,135
5	79,647
6	79,908
7	80,934
8	82,013
9	86,754
10	82,593
11	76,653
12	69,574

In 2006, the Indiana Legislature passed HEA 1240 instructing the State Board and the IDOE to reexamine the state's K-12 student assessment system. HEA 1240 assigned to the State Board and the IDOE the responsibility to develop a long-term plan for student assessments. The Board was instructed to review the current assessments in grades 3 through 10 and develop a system that:

- Reflects a student's **proficiency in and mastery** of the state's academic standards;
- Is, to the greatest extent possible, **more concise, less time consuming, and less expensive** to administer than the current tests while maintaining the **current level of rigor** of the tests;
- Provides **prompt results** to students, parents, and teachers;
- Explores all options for timing and use of summative tests, including giving a summative test in the fall or the spring;
- Measures **individual student growth** from school year to school year;
- Explores all options for **diagnostic tests** for use by teachers to support ongoing remediation;
- Involves a transition to the use of **online testing**;
- Assesses student proficiency in **written communication** in an effective manner; and

- Moves to the use of online assessments for Core 40 subjects.

HEA 1240 also repealed IC 20-32-5-20, which had stated:

“Sec. 20 Duties of contractor scoring tests

(a) The contractor that the department engages for scoring tests shall identify locations in Indiana that provide a supply of labor and other resources necessary to provide scoring services for the program.

(b) The contractor shall relocate to Indiana the contractor’s facilities for scoring the applied skills parts of tests given under section 6 of this chapter.”

To develop the long term student assessment plan and program per HEA 1240, the Board solicited information from educators, administrators, parents, and the public concerning the program; looked at tests and testing practices in use by or in development by other states; and solicited information from testing companies concerning parameters and costs of tests, steps to be taken to ensure the validity and reliability of the tests, steps to move the longitudinal data from the current testing program to the new testing program, and other information the State Board and the IDOE considered useful in developing the testing program.

The State Board and the IDOE moved to develop a system that will align assessment to student learning and mastery of basic curricular aims; simplify for teachers, parents and communities what Indiana wants our students to master; clarify for them how we will assess the curricular aims that add up to that mastery; provide assessment results useful in determining student learning and progress toward that mastery; and otherwise meet legally prescribed parameters.

The State Board and the IDOE heard from vendors, who responded to a request for information by identifying their existing and developing products and services; from schools and practitioners, who voiced concerns and suggested ideas; and from the public at large, who expressed their views on a variety of issues related to assessment and learning.

On November 1, 2006, the Board adopted the plan attached as Attachment A. Potential Respondents are encouraged to review the plan carefully, as it will inform the State’s consideration of proposals under this RFP.

The Assessment System described in the plan is intended to achieve multiple goals: meet the state’s obligations under federal and state law concerning assessment of student learning; provide the means for each student’s learning and preparation to be confirmed during the course of the student’s K-12 years; and drive student learning by simplifying the annual assessments and shifting resources to educators in the schools to use assessments to drive learning. Concerning this last element, the strong consensus of the input and resulting decision of the State Board was that, while it is obviously necessary to meet the State’s legal obligations and maintain validity, reliability and other aspects of an effective assessment system, those needs must be met by a system that provides more direct support to student learning and the instruction that drives student learning.

Certain principles articulated in the plan for the assessment system flow through to the RFP:

- **Standards driven, student centered, learning focused.** Its curricular aims should prepare the student for post-secondary success. It should support learning-based and data-driven instruction; performance evaluation and improvement; and accountability for educators, schools and school corporations. Its use should include a stronger focus on curricular aims (power standards) and a lesser focus on mere memorization; it is intended to be simpler and more rigorous. It should serve all students, measuring student performance across the full scale of proficiency and mastery, so that it is relevant for the excelling, achieving, and struggling student alike.
- **Support instruction.** The system should be based on curricular aims that succinctly and clearly describe the desired student mastery of a manageable number of curricular aims and the knowledge content that build directly to post-secondary success. It should enable teachers to understand what they are to teach. It should provide results useful to educators that transfer with the student across grades and between schools and between corporations. It should enable the IDOE or others who provide external assistance to access results and provide recommendations to improve learning.
- **Reliable, valid, consistent with assessment standards, and compliant.** It should measure student mastery of and proficiency in Indiana's standards; meet requirements of federal and state law; enable continued use of data from previous ISTEP+ assessments; and enable use of historical data for the student, school and corporation.
- **Effective and efficient.** It should maintain rigor and integrity; be less intrusive in classrooms; be more integrated with classroom practices; produce results that are returned in a timely manner; enable assessments to be submitted and results to be returned electronically (and, over time, online); and it should avoid proliferation of assessments for students and teachers.

Components

The plan calls for, and this RFP solicits proposals for all or components of, a statewide assessment system that encompasses diagnostic assessments, end-of-year summative assessments, end-of-course assessments, and assessment of student preparation for post-secondary success. The RFP contemplates that these components may be contracted for separately, or in combinations, at the discretion of the State Board and the IDOE. All requirements – mandatory requirements, assessment quality, cost, etc. – will be considered for each component (and, where applicable, sub-component).

Consistent with and as explained in more detail in Attachment A, the purpose of this RFP is to solicit one or more vendor(s) to create and implement the Assessment System, the components of which include the following:

1. **Grades K-2: In-year diagnostic assessments** (and related professional development support) that focus on the student's ability to read, comprehend and use numbers, available during the school year to classroom teachers in reading and comprehension and use of numbers in grades K-2.
2. **Grades 3-8: In-year diagnostic assessments** (and related professional development support), available for use by teachers in classrooms during the school year to drive learning in English/language arts, mathematics, science, and social studies/history in grades 3 through 8. These diagnostic assessments will be state-provided but not required. They will be provided through the IDEOE and will be optional for schools and local school corporations to adopt and use at no cost to them. Schools and corporations may choose to use assessments other than those provided by the state, but costs for such assessments will be borne entirely by the local school or corporation.
3. **Grades 3-8: End-of-year summative assessments**, to be given statewide toward the end of the school year to measure student performance and growth, consisting of both a writing assessment and a progress assessment, administered to students in English/language arts, mathematics, science and social studies/history in grades 3 through 8. These will include:
 - a. Annual writing assessments (both responses and essays), given in the second half of each school year.
 - b. Annual progress assessments that measure key curricular aims, cognitive skills and subject area knowledge, given toward the end of each school year. Both of these will be based on curricular aims and content expectations from Indiana's Standards. Their scores will be used for accountability purposes.
4. **High School: End-of-course summative assessments** will be administered for Core 40 courses in high school, including specifically Algebra I, English 10 and Biology I, and extending over time to the basic Core 40 courses.
 - a. The end-of-course summative assessments for English 10, Algebra I and Biology I will be used for NCLB compliance purposes. English 10 and Algebra I will replace the GQE, such that a student who has passed these assessments need take no further state-administered summative assessments to meet that requirement to graduate from high school.
 - b. Other Core 40 end-of-course summative assessments will be used for confirmation of performance in Core 40 courses and guidance counseling will be available for use in placement in higher education.
5. **High School: An assessment to confirm student preparation for success in post-secondary learning and work** will be offered to students in the fall of grades 11 and 12. The assessment will be relevant to determining preparation for both post-secondary study and post-secondary work.
6. **All Grades: Each student's assessment results will be tracked into his or her learning portfolio**, which over time will also include other evidence of the student's learning

and development progress. The portfolio will track to the student's STN for portability vertically through the grades and horizontally across schools and corporations.

The State is interested in melding the individual system components into an overall assessment system that both drives and measures each student's annual academic progress and overall preparation for post-secondary success.

STUDENT LEARNING PORTFOLIO



Grades 11-12

POST-SECONDARY PREPARATION ASSESSMENT

Grades 9-12

CORE 40 END-OF-COURSE ASSESSMENTS

[ALGEBRA I AND ENGLISH 10 - REPLACE THE GQE]

[ALGEBRA I, ENGLISH 10, AND BIOLOGY I - MEET NCLB REQUIREMENTS]

[MATHEMATICS, ENGLISH, SCIENCE, AND SOCIAL STUDIES - SUPPORT CORE 40 DIPLOMAS]



Student Counseling and Career



Grades 3-8

END-OF-YEAR SUMMATIVE ASSESSMENT

[ENGLISH, MATH, SCIENCE, and SOCIAL STUDIES]

2ND SEMESTER WRITING ASSESSMENT

END-OF-YEAR PROGRESS ASSESSMENT

Grades 3-8

Voluntary In-Year Diagnostic Assessments

[English, Mathematics, Sciences, and Social Studies]



Grades K-2

School building level confirmation of student reading level at the end of second grade

Voluntary In-Year Diagnostic Assessments

[Reading, Use of Numbers, and Comprehension]

As a complete assessment system, the combination of these components will provide vertical articulation through a student's entire K-12 experience, across grade levels, enabling teachers, parents, schools, corporations and communities to anticipate, determine and react to student learning as it occurs, measured against what it needs to be.

The multiple components in the proposed system and the State's desire to identify compatible components within the existing and developing assessment practices of interested vendors lead to a matrix approach to this RFP, in which vendors may elect to bid on one, multiple or all of the components. The State will not consider a proposal responsive if two or more offerors submit a joint or combined proposal, unless one offeror is clearly identified as the Respondent who will be ultimately responsible for performance of the contract. In response to proposals received, the State may elect to consider proposals in the configuration submitted or to discuss and/or negotiate with vendors to reconfigure one, several or all of the components.

The components may be phased in and prioritized consistently with fiscal responsibility, logistical, developmental and legal parameters applicable to individual components, and the assessment system as a whole. The individual components are described in further detail below.

1.5 RFP OUTLINE

The outline of this RFP document is described below:

Section	Description
Section 1 – General Information and Requested Products or Services	This section provides an overview of the RFP, general timelines for the process, and a summary of the products/services being solicited by the State Board and the IDOE via this RFP
Section 2 – Proposal Preparation Instruction	This section provides instructions on the format and content of the RFP, including a Letter of Transmittal, Business Proposal, Technical Proposal, and Cost Proposal
Section 3 – Proposal Evaluation Criteria	This section discusses the criteria to be used to evaluate respondents' proposals
Attachment A	A Long-Term Assessment Plan for Indiana: Driving Student Learning
Attachment B	M/WBE Participation Plan Form
Attachment C	Sample Contract
Attachment D	Indiana Economic Impact Form
Attachment E	Formatted Cost Sheet

1.6 QUESTION/INQUIRY PROCESS

All questions or inquiries regarding this RFP must be submitted in writing by the deadline of 3 p.m. Eastern Time on April 10, 2007. Questions or Inquiries may be submitted via email to rfp@idoa.IN.gov and must be received by the Procurement Division by the time and date indicated above.

Following the question and inquiry due date, Procurement Division personnel will compile a list of the questions and inquiries submitted by all Respondents. The responses will be posted to the IDOA website according to the RFP timetable established in Section 1.23. The question or inquiry and answer link will become active after responses to all questions have been compiled. Only answers posted on the IDOA website will be considered official and valid by the State. No Respondent shall rely upon, take any action, or make any decision based upon any verbal communication with any State employee.

Inquiries are not to be directed to any staff member of IDOE or to any member of the State Board. Such action may disqualify Respondent from further consideration for a contract resulting from this RFP.

If it becomes necessary to revise any part of this RFP, or if additional information is necessary for a clearer interpretation of provisions of this RFP prior to the due date for proposals, an addendum will be posted on the IDOA website. If such addenda issuance is necessary, the Procurement Division may extend the due date and time of proposals to accommodate such additional information requirements, if required.

No Contact: Any contact with the State concerning this RFP should be limited (and, if possible, should be in writing) to the DOA's point of contact. Erin Kremer is designated as the sole point of contact. The ISBE specifically instructs that no contact concerning this RFP be made with any member of the ISBE, the IDOE, or their respective employees, during the selection process. Failure to meet this requirement may disqualify Respondent from further consideration for contract resulting from this RFP.

1.7 DUE DATE FOR PROPOSALS

All proposals must be received at the address below by the Procurement Division no later than 3 p.m. Eastern Time on April 30, 2007. Each Respondent must submit one original (marked "Original") and twelve (12) complete copies of the proposal, including the Transmittal Letter and other related documentation as required in this RFP. A complete copy of the proposal must be provided on CD-ROM. Each copy of the proposal must follow the format indicated in Section Two of this document. Unnecessarily elaborate brochures or other presentations, beyond those necessary to present a complete and effective proposal, are not desired. All proposals must be addressed to:

Indiana Department of Administration
Procurement Division
Attention: Erin Kremer
402 West Washington Street, Room W478
Indianapolis, IN 46204

Caution to Respondents about shipping mailing: United States Postal Express and Certified Mail are both delivered to the Government Center Central Mailroom, and not directly to the Procurement Division. It is the responsibility of the Respondent to make sure that solicitation responses are received by the Procurement Division at the Department of Administration's reception desk on or before the designated time and date. Late submissions will not be accepted. The Department of Administration, Procurement Division clock is the official time for all solicitation submissions.

All proposal packages must be clearly marked with the RFP number, due date, and time due. Any proposal received by the Department of Administration, Procurement Division after the due date and time will not be considered. Any late proposals will be returned, unopened, to the Respondent upon request. All rejected proposals not claimed within 30 days of the proposal due date will be destroyed.

No more than one proposal per Respondent per Component may be submitted.

The State accepts no obligations for costs incurred by Respondents in anticipation of being awarded a contract.

All proposals submitted to the State should be double-sided and printed on 30% post-consumer recycled content paper or tree-free paper. When possible, soy ink should be used.

1.8 PRE-PROPOSAL CONFERENCE

A pre-proposal conference will be held on April 5, 2007 at 1:00 PM in Conference Room 1 of the Indiana Government Center Complex, South Building. At this conference, potential respondents may ask questions about the RFP and the RFP process. Respondents are reminded that no answers issued verbally at the conference are binding on the State and any information provided at the conference, unless it is later issued in writing, also is not binding on the State.

1.9 MODIFICATION OR WITHDRAWAL OF OFFERS

Modifications to responses to this RFP may only be made in the manner and format described in Section 1.6 and clearly identified as a modification.

A Respondent's authorized representative may withdraw the proposal, in person, prior to the due date. Proper documentation and identification will be required before the

Procurement Division will release the withdrawn proposal. The Respondent's authorized representative will be required to sign a receipt for the withdrawn proposal.

Modification to, or withdrawal of, a proposal received by the Procurement Division after the exact hour and date specified for receipt of proposals will not be considered.

1.10 PRICING

Pricing on this RFP must be firm and remain open for a period of not less than 180 days from the proposal due date.

Please refer to the Formatted Cost Sheet, Attachment E, and Section 2.5 for a detailed discussion of the proposal pricing format and requirements.

1.11 PROPOSAL CLARIFICATIONS AND DISCUSSIONS, AND CONTRACT DISCUSSIONS

The State reserves the right to request clarifications on proposals submitted to the State. The State also reserves the right to conduct proposal discussions, either oral or written, with Respondents. These discussions could include requests for additional information, requests for cost or technical proposal revision, clarification as to methods and means to provide services, confirmation of satisfaction of required terms, etc. Additionally, in conducting discussions, the State may use information derived from proposals submitted by competing Respondents only if the identity of the Respondent providing the information is not disclosed to others. The State will provide equivalent information to all Respondents that have been chosen for discussions. Discussions, along with negotiations with responsible Respondents, may be conducted for any appropriate purpose.

The Procurement Division will schedule all discussions. Any information gathered through oral discussions must be confirmed in writing.

It is the State's expectation that any material elements of the contract will be substantially finalized prior to contract award. Common provisions required by IDOA and expected to be in any resulting contract are provided in Attachment C. (See Section 2.3.5 for details.) Any requested changes to these provisions must be submitted with the Respondent's response. The State reserves the right to reject any of these requested changes.

1.12 BEST AND FINAL OFFER

The State may request best and final offers from those Respondents determined by the State to be reasonably viable for contract award. However, the State reserves the right to award a contract on the basis of initial proposals received. Therefore, each proposal should contain the Respondent's best terms from a price and technical standpoint.

Following evaluation of the best and final offers, the State may select for final contract negotiations or execution the offers that are most advantageous to the State, considering costs and the evaluation criteria in this RFP.

1.13 REFERENCE SITE VISITS

The State may request a visit to any sites to be utilized in execution of the work proposed in Respondent's response and proposal to aid the State in the evaluation of the Respondent's proposal. Site visits, if required, will be discussed in the technical proposal.

1.14 TYPE AND TERM OF CONTRACT

The State intends to sign a contract with one or more Respondent(s) to fulfill the requirements in this RFP.

The term of the contract shall be for a period of two (2) years from the date of contract execution. There may be two (2), two (2) - year renewals for a total of six (6) years at the State's option.

1.15 CONFIDENTIAL INFORMATION

Respondents are advised that materials contained in proposals are subject to the Access to Public Records Act (APRA), IC 5-14-3 *et seq.*, and, after the contract award, the entire RFP file may be viewed and copied by any member of the public, including news agencies and competitors. Respondents claiming a statutory exception to the APRA must place all confidential documents (including the requisite number of copies) in a sealed envelope clearly marked "Confidential" and must indicate in the Transmittal Letter and on the outside of that envelope that confidential materials are included. The Respondent must also specify which statutory exception of APRA that applies. The State reserves the right to make determinations of confidentiality. If the Respondent does not identify the statutory exception, the Procurement Division will not consider the submission confidential. If the State does not agree that the information designated is confidential under one of the disclosure exceptions to APRA, it may seek the opinion of the Public Access Counselor. Prices are not confidential information.

1.16 TAXES

Proposals should not include any tax from which the State is exempt.

1.17 PROCUREMENT DIVISION REGISTRATION

In order to receive an award, you must be registered as a bidder with the Department of Administration, Procurement Division. Therefore, to ensure there is no delay in the award, all Respondents are strongly encouraged to register prior to submission of their

response. Respondents should go to www.in.gov/idoa/proc and click on "Bidder Registration" to register.

1.18 SECRETARY OF STATE REGISTRATION

If awarded the contract, the Respondent will be required to register, and be in good standing, with the Secretary of State. The registration requirement is applicable to all limited liability partnerships, limited partnerships, corporations, S-corporations, nonprofit corporations and limited liability companies. Information concerning registration with the Secretary of State may be obtained by contacting:

Secretary of State of Indiana
Corporation Division
402 West Washington Street, E018
Indianapolis, IN 46204
(317) 232-6576
www.in.gov/sos

1.19 COMPLIANCE CERTIFICATION

Responses to this RFP serve as a representation that the Respondent has no current or outstanding criminal, civil, or enforcement actions initiated by the State, and it agrees that it will immediately notify the State of any such actions. The Respondent also certifies that neither it nor its principals are presently in arrears in payment of its taxes, permit fees or other statutory, regulatory or judicially required payments to the State. The Respondent agrees that the State may confirm, at any time, that no such liabilities exist, and, if such liabilities are discovered, that the State may bar the Respondent from contracting with the State, cancel existing contracts, withhold payments to setoff such obligations, and withhold further payments or purchases until the entity is current in its payments on its liability to the State and has submitted proof of such payment to the State.

1.20 EQUAL OPPORTUNITY COMMITMENT

Pursuant to IC 4-13-16.5 and in accordance with 25 IAC 5, it has been determined that there is a reasonable expectation of minority and woman business enterprises subcontracting opportunities on a contract awarded under this RFP. Therefore contract goals of *five* percent (5%) for Minority Business Enterprises and *five* percent (5%) for Woman Business Enterprises have been established and all Respondents will be expected to comply with the regulation set forth in 25 IAC 5.

Failure to meet these goals will affect the evaluation of the proposal.

1.21 MINORITY & WOMEN'S BUSINESS ENTERPRISES RFP SUBCONTRACTOR COMMITMENT

In accordance with 25 IAC 5-5, the respondent is expected to submit with its proposal a MWBE Subcontractor Commitment Form. The Form must show that there are, participating in the proposed contract, Minority Business Enterprises (MBE) and Women Business Enterprises (WBE) listed in the Minority and Women's Business Enterprises Division (MWBED) directory of certified firms located at www.buyindiana.in.gov.

If participation is met through use of vendors who supply products and/or services directly to the Respondent, the Respondent must provide a description of products and/or services provided that are directly related to this proposal and the cost of direct supplies for this proposal. Respondents must complete the Subcontractor Commitment Form in its entirety. **Each Respondent must submit separate MWBE Subcontractor Commitment forms for each component included in Respondent's proposal. The information reported by the Respondent within the MWBE Subcontract Commitment form should be exclusive to that component's MWBE Subcontractor Commitment. Instructions for identifying the baseline for commitment percentage calculation is included in Attachment E, Formatted Cost Sheet.**

Failure to meet these goals will affect the evaluation of your Proposal. The Department reserves the right to verify all information included on the MWBE Subcontractor Commitment Form.

Respondents are encouraged to contact and work with MWBED at 317-232-3061 to design a subcontractor commitment to meet established goals as referenced in this solicitation.

Prime Contractors must ensure that the proposed subcontractors meet the following criteria:

- Must be listed on the IDOA Directory of Certified Firms
- Each firm may only serve as one classification – MBE or WBE
- A Prime Contractor who is an MBE or WBE must meet subcontractor goals by using other listed certified firms. Certified Prime Contractors cannot count their own workforce or companies to meet this requirement.
- Must serve a commercially useful function. The firm must serve a value-added purpose on the engagement.
- Must provide goods or service only in the industry area for which it is certified as listed in the directory at www.buyindiana.in.gov
- Must be used to provide the goods or services specific to the contract
- National Corporate Diversity Plans are generally not acceptable

MINORITY & WOMEN'S BUSINESS ENTERPRISES RFP SUBCONTRACTOR LETTER OF COMMITMENT

One or more signed letter(s), on company letterhead, from the MBE and/or WBE must accompany the MWBE Subcontractor Commitment Form. Each letter shall state and will serve as acknowledgement from the MBE and/or WBE of its subcontract amount, a description of products and/or services to be provided on this project, and reference the component and approximate date the subcontractor will perform work on this contract. The State will deny evaluation points if a required letter is not attached, not on company letterhead, not signed and/or does not reference and match the subcontract amount and the anticipated period that the Subcontractor will perform work for this solicitation.

By submission of the Proposal, the Respondent acknowledges and agrees to be bound by the regulatory processes involving the State's M/WBE Program. Questions involving the regulations governing the MWBE Subcontractor Commitment Form should be directed to: Minority and Women's Business Enterprises Division at (317) 232-3061 or mwbe@idoa.in.gov.

1.22 AMERICANS WITH DISABILITIES ACT

The Respondent specifically agrees to comply with the provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 *et seq.* and 47 U.S.C. 225).

1.23 SUMMARY OF MILESTONES

The following timeline is only an illustration of the RFP process. The dates associated with each step are not to be considered binding. Due to the unpredictable nature of the evaluation period, these dates are commonly subject to change. At the conclusion of the evaluation process, all Respondents will be informed of the evaluation team's findings.

Key RFP Dates:

Activity	Date
Issue of RFP	April 2, 2007
Pre-Proposal Conference	April 5, 2007
Deadline to Submit Written Questions	April 10, 2007
Response to Written Questions/RFP Amendments	April 17, 2007
Submission of Proposals	April 30, 2007

The dates for the following activities are target dates only. These activities may be completed earlier or later than the date shown.

Proposal Evaluation	TBD
Proposal Discussions/Clarifications (if necessary)	TBD
Oral Presentations (if necessary)	TBD
Best and Final Offers (if necessary)	TBD
Contract Award	TBD

SECTION TWO PROPOSAL PREPARATION INSTRUCTIONS

2.1 GENERAL

To facilitate the timely evaluation of proposals, a standard format for proposal submission has been developed and is described in this section. All Respondents are required to format their proposals in a manner consistent with the guidelines described below:

- Each item must be addressed in the Respondent's proposal.
- The Transmittal Letter must be in the form of a letter. The business and technical proposals must be organized under the specific section titles as listed below.
- A Respondent may submit one or more proposal(s), for one, multiple, or all of the components of the Assessment System described in this RFP. If a Respondent chooses to submit a proposal for more than one of the components, the Respondent must submit a separate proposal for each component of the Assessment System that the Respondent desires be considered separately.
- The State reserves the right to consider and award components individually or collectively, based on what it deems in its best interest. Respondents should take this into account in developing their proposals.
- **Administrative Contract Manager:** Depending upon the complexity of the assessment program, the Indiana Department of Education and the State Board may elect to conduct a separate solicitation to select an Administrative Contract Manager who would become the prime contractor for the entire assessment system. The responsibility of the prime contractor would be to coordinate the implementation, administration and review of the assessment system. The prime contractor would be the single point of contact for the IDOE and would be held accountable for the component deliverables of the assessment system. If IDOE and the State Board determine it is in its best interest to adopt this model, successful Respondents of this RFP may become subcontractors of the prime contractor. **Respondents must acknowledge their understanding and acceptance of this potential contract outcome in the Transmittal Letter.**

2.2 TRANSMITTAL LETTER

The Transmittal Letter must address the following topics, except those specifically identified as "optional."

2.2.1 Agreement with Requirements listed in Section 1

The Respondent must explicitly acknowledge understanding and acceptance of the general information presented in Section 1 and agreement with any requirements and conditions listed in Section 1.

2.2.2 Summary of Ability and Desire to Supply the Required Products or Services

The Transmittal Letter must briefly summarize the Respondent's ability to supply the requested products and/or services that meet the requirements defined in Section Three of this RFP. The letter must also contain a statement indicating the Respondent's willingness to provide the requested products and/or services subject to the terms and conditions set forth in the RFP including, but not limited to, the State's mandatory contract clauses.

2.2.3 Signature of Authorized Representative

A person authorized to commit the Respondent to its representations and who can certify that the information offered in the proposal meets all general conditions, including but not limited to the information requested in Section 2.3.4, must sign the Transmittal Letter. In the Transmittal Letter, the Respondent must indicate the Respondent's principal contact for the proposal along with a current and effective mailing and overnight mail address, telephone and fax number as well as an e-mail address, if that contact is different than the individual authorized for signature.

2.2.4 Respondent Notification

Unless otherwise indicated in the Transmittal Letter, Respondents will be notified via e-mail.

It is the Respondent's obligation to notify the Procurement Division of any changes in any address that may have occurred since the origination of this solicitation. The Procurement Division will not be held responsible for incorrect vendor/contractor addresses.

2.2.5 Other Information

This item is optional. Any other information the Respondent may wish to briefly summarize will be acceptable.

2.3 BUSINESS PROPOSAL

The Business Proposal must address the following topics, except those specifically identified as "optional."

2.3.1 General (optional)

This section of the business proposal may be used to introduce or summarize any information the Respondent deems relevant or important to the State's successful acquisition of the products and/or services requested in this RFP.

2.3.2 Respondent's Company Structure

The legal form of the Respondent's business organization, the state in which formed (accompanied by a certificate of authority), the types of business ventures in which the organization is involved, and a chart of the organization are to be included in this section. If the organization includes more than one product division, the division responsible for the development and marketing of the requested products and/or services in the United States must be described in more detail than other components of the organization. If the organization is the parent or the subsidiary of or is otherwise related to another organization, those related organizations should be identified as well.

2.3.3 Company Financial Information

This section must include the Respondent's financial statement, including an income statement and balance sheet, for each of the two most recently completed fiscal years. The financial statements must demonstrate the Respondent's financial stability. If the financial statements being provided by the Respondent are those of a parent or holding company, additional financial information should be provided for the entity or organization directly responding to this RFP.

2.3.4 Integrity of Company Structure and Financial Reporting

This section must include a statement indicating that the Respondent's CEO and/or CFO has taken personal responsibility for the thoroughness and correctness of any and all financial information supplied with this proposal. The particular areas of interest to the State in considering corporate responsibility include the following items: separation of audit functions from corporate boards and board members, if any; the manner in which the organization assures board integrity; and the separation of audit functions and consulting services. The State will consider the information offered in this section to determine the responsibility of the Respondent under IC 5-22-16-1(d).

The Sarbanes Oxley Act of 2002, H.R. 3763, is NOT directly applicable to this procurement; however, its goals and objectives may be used as a guide in the determination of corporate responsibility for financial reports.

2.3.5 Contract Terms and Clauses

A sample contract that the state expects to execute with the successful Respondent(s) is provided in Attachment B. This contract contains both mandatory and non-mandatory clauses. Mandatory clauses are listed below and are non-negotiable. Other clauses are highly desirable. It is the State's expectation that the final contract will be substantially similar to the sample contract provided in Attachment B.

In your Transmittal Letter, please indicate acceptance of these mandatory contract terms (see section 2.2.2). In this section, please review the rest of the contract and indicate your acceptance of the non-mandatory contract clauses. If a non-mandatory clause is not acceptable as worded, suggest specific alternative wording to address issues raised by the specific clause. If you require additional contract terms please include them in this section. To reiterate, it is the State's strong desire to not deviate from the contract provided in the attachment and as such the State reserves the right to reject any and all of these requested changes.

The mandatory contract terms are as follows:

- Authority to Bind Contractor
- Duties of Contractor, Rate of Pay, and Term of Contract
- Compliance with Laws
- Conflict of Interest
- Drug-free Workplace Provision and Certification
- Funding Cancellation
- Indemnification
- Governing Laws
- Non-discrimination clause
- Payments
- Penalties/Interest/Attorney's Fees
- Non-collusion and Acceptance
- Information Technology

Any or all portions of this RFP and any or all portions of the Respondent's response may be incorporated as part of the final contract.

2.3.6 References

The Respondent should include a list (preferably with 3 references) of any states, countries or other clients for whom the Respondent has provided products and/or services that are the same or similar to those products and/or services requested in this RFP. Information provided should include the name, address and telephone number of the client facility and the name, title, phone and fax numbers, and e-mail address of a person who may be contacted for further information.

2.3.7 Registration to Do Business

Secretary of State

If awarded the contract, the Respondent will be required to be registered, and be in good standing, with the Secretary of State. The registration requirement is applicable to all limited liability partnerships, limited partnerships, corporations, S-corporations, nonprofit corporations and limited liability companies. The Respondent must indicate the status of registration, if applicable, in this section of

the proposal.

Department of Administration, Procurement Division

Additionally, respondents must be registered with the IDOA. This can be accomplished online at www.in.gov/idoa/proc.

The IDOA Procurement Division maintains two databases of vendor information. The Bidder registration database is set up for a vendor to register if it is interested in selling a product or service to the State of Indiana. Respondents may register online at no cost to become a Bidder with the State of Indiana. To complete the online Bidder registration, the vendor should go to <http://www.in.gov/idoa/register/>. The Bidder registration offers email notification of upcoming solicitation opportunities, corresponding to the Bidder's area(s) of interest selected during the registration process. Respondents do need to be registered to bid on and receive email notifications. Completion of the Bidder registration will result in your name being added to the Bidder's Database, for email notification. The Bidder registration requires some general business information, an indication of the types of goods and services you can offer the State of Indiana, and location(s) within the state that you can supply or service. There is no fee to be placed in Procurement Division's Bidder Database. To receive an award, you must be registered as a Bidder.

Problems or questions concerning the registration process or the registration form can be e-mailed to Amey Redding, Vendor Registration Coordinator, at aredding@idoa.in.gov, or you may reach her by phone at (317) 234-0234.

2.3.8 Authorizing Document

Respondent's personnel signing the Transmittal Letter of the proposal must be legally authorized by the organization to commit the organization contractually. This section shall contain proof of such authority. A copy of corporate bylaws or a corporate resolution adopted by the board of directors indicating this authority will fulfill this requirement.

2.3.9 Subcontractors

The Respondent is responsible for the performance of any obligations that may result from this RFP and shall not be relieved by the non-performance of any subcontractor. Any Respondent's proposal must identify all subcontractors and describe the contractual relationship between the Respondent and each subcontractor. Either a copy of the executed subcontract or a letter of agreement over the official signature of the firms involved must accompany each proposal.

Any subcontract(s) entered into by the Respondent must be in compliance with all State statutes and will be subject to the provisions thereof. For each portion of the

proposed products or services to be provided by a subcontractor, the technical proposal must include the identification of the functions to be provided by the subcontractor and the subcontractor's related qualifications and experience.

The combined qualifications and experience of the Respondent and any or all subcontractors will be considered in the State's evaluation. The Respondent must furnish information to the State as to the amount of the subcontract, the qualifications of the subcontractor for guaranteeing performance, and any other data that may be required by the State. All subcontracts held by the Respondent must be made available upon request for inspection and examination by appropriate State officials, and such relationships must meet with the approval of the State.

The Respondent must list the name, address and the state in which formed of any subcontractor(s) that the Respondent proposes to use in providing the required products or services. Each subcontractor's responsibilities under the proposal, anticipated dollar amount for subcontract, the subcontractor's form of organization, and confirmation from the subcontractor of its commitment to carry out these responsibilities are to be included for each subcontractor. This assurance in no way relieves the Respondent of any responsibilities in responding to this RFP or in completing the commitments documented in the proposal. The Respondent must indicate which, if any, subcontractors qualify as a Minority or Women Owned Business under IC 4-13-16.5-1. See Section 1.21 and Attachment B for Minority and Women Business information.

2.4 TECHNICAL PROPOSAL

The Technical Proposal must be divided into the Components as described below. Every point made in each section must be addressed in the order given. The same outline numbers must be used in the response. RFP language should not be repeated within the response. Where appropriate, supporting documentation may be referenced by a page and paragraph number. However, when this is done, the body of the technical proposal must contain a meaningful summary of the referenced material. The referenced document must be included as an appendix to the technical proposal with referenced sections clearly marked. If there are multiple references or multiple documents, these must be listed and organized for ease of use by the State.

Overview

The Indiana IDOA, acting on behalf of the State Board and the IDOE issues this Request for Proposals for the components of its K-12 student assessment system. Interested Respondents are directed to Attachment A, the Indiana Student Assessment System Plan ("the Plan"), for background information and guidance as to the overall purpose and objectives of the system and its various components.

Interested Respondents may submit proposals for one, some or all of the components of the Plan. The RFP is being issued on a combined basis to enable IDOE to evaluate each proposal in the context of the overall responses and proposals which would be involved in constructing the entire system.

Respondents are encouraged to submit proposals that meet the criteria identified, whether they originate from efforts made specifically for Indiana or from work previously done for other states or nations, such that the Respondent's costs for development and other activity prior to performance may be minimized or eliminated.

The components are as follows:

Grades K-2	Grades 3-8	Grades 9-12
		5 Post-Secondary Preparation
	3 Summary	4 Core 40 End-of-Course
1 Diagnostic	2 Diagnostic	
		6 Student Learning Portfolio

Components 3 and 4 will be required for all students in tested grades/courses; components 1, 2, 5 and 6 will be voluntary.

Dimensions Common to All Components

As part of their responses, Respondents should demonstrate whether and how their assessment(s) reinforce(s) these dimensions of the overall system:

1. PURPOSE

- Does the assessment:
 - Drive student learning? If so, how?
 - Support high quality instruction for learning? If so, how?
 - Evaluate individual student learning issues or abilities so instruction can adjust accordingly? If so, how?
 - Provide continual and periodic data that defines student progress? If so, how?

2. ALIGNMENT

- How does the assessment align to and draw from the curricular aims, in the relevant content areas at each grade level and in each course, of Indiana's Academic Standards?
- How does the assessment evaluate a manageable number of demonstrated competencies and masteries that link the content of the Standards to the development of skills needed for post-secondary success?
- How does the assessment relate or align vertically across grades and learning levels and link to Standards and aims at other levels of learning?
- How does the assessment correlate with externally provided tests such as NAEP, TIMMS, PISA, Advanced Placement or other examinations that Indiana could participate in and Indiana students could have access to without conflict with Indiana's assessments?

3. CONSISTENCY

- How will the assessment feed results on an individual basis tied to each student's STN?
- How will the assessment link to others so they build comprehensively into a learning portfolio for each student?
- If applicable, how will the assessment allow crosswalks for continued longitudinal use of the prior results of ISTEP+ deemed relevant to future assessments?

4. USEFULNESS

- If applicable, how will the assessment meet the APA-NCME-AERA Standards for Educational and Psychological Testing or otherwise produce results that are valid and reliable and data of useful quality?
- How will the assessment generate and maintain rigor in its administration, in the calculation of its raw results, in any conversion of its raw results to reported results, and in the reporting of its results?

- Does the assessment enable visibility to the full spiral of possible learning results, not just locked within a single grade level or average course content, so the results are relevant to the accelerated, average, and struggling learner alike? If so, how?
- How will the results of the assessment be reported in a simple, understandable format useful to teachers, parents, and community leaders alike?
- How will the results of the assessment feed and drive the educational decisions in each classroom, school and corporation, across the range of perspectives?
 - How will it meet applicable NCLB and P.L. 221 requirements?
 - How will it facilitate closing achievement gaps for individual students and for students viewed demographically?
 - How will it drive toward higher educational achievement for all students across the full height and breadth of student performance?
- How will the results of the assessment be valid at the classroom level, to inform and guide instruction, to help teachers know – student-by-student and collectively – how to adjust instruction to drive learning?

5. TECHNOLOGY

- How does administration and grading of the assessment take advantage of developing technology?
- If needed, could the assessment use an online platform with print technology, phased in so that over time the process used is an online process to the maximum extent possible, eventually migrating to electronic administration as the primary form? If so, how?
- During such a transition, could the assessment instrument be administered primarily in electronic form but in paper-and-pencil form as needed?
- Because assessments that are administered on the computer may pose inappropriate challenges for some students with specific disabilities, how would the assessment provide alternate forms and testing accommodations as required by state and federal law?
- How will the assessment maintain confidentiality of results for each student?

6. IMPLEMENTATION

- On what schedule could the assessment be phased in consistently with logistical, developmental, and legal parameters?
- How will the assessment further the State's interest in continued rigor in expectation, shorter time from assessment to result, and reduced cost?
- Will the Respondent supply capacity to host the assessment and its resulting information, with the State's option to continue to ask the vendor to host or to shift hosting to the State over time? If so, how?
- If applicable, how will the assessment provide the bank of items by grade and subject area, and will the assessment enable the State to add questions to an Indiana-specific bank of items by grade and subject area?

7. IDOE SUPPORT AND ASSISTANCE

- How will the assessment enable the IDOE to assist and support local corporations through collection and data analysis of the results of the assessments and related support for schools?
- Is the Respondent willing to have the State or another Respondent play a “managing partner” role, in partnership with other Respondents?

7. SPECIAL CONSIDERATIONS

- For students with disabilities and English language learners, will the assessment support classroom educators to apply appropriate accommodations?

Technical Requirements Potentially Applicable To Components

Each of the following technical requirements has potential application to one or more of the Components. Respondents must acknowledge their understanding and acceptance of the applicable listed technical requirements and should identify whether and, if so, how their proposal would satisfy the requirements. Respondents must also provide a narrative for each applicable requirement that demonstrates its ability to meet the stated requirement. Requirements 1. through 5. address design elements and their applicability will vary across components (for example, diagnostic versus summary, NCLB versus post-secondary preparation); 6. through 11. address access and reporting elements and their applicability is assumed. The State will consider proposals in light of explanations how one or more technical requirements are or should be inapplicable in the context of a particular component or may be satisfied in a manner that meets the State’s objectives but does not address the requirement literally. Requirements 10. and 11. are non-negotiable.

1. All products, assessments and assessment components must meet or exceed applicable APA-NCME-AERA Standards for Educational and Psychological Testing. In all areas not addressed by “The Standards,” products must meet existing “industry standards.”
2. All assessments will be construed following the principals of “Universal Design” and will be available in all IDOE-approved accommodated formats.
3. Unless specifically agreed to by the IDOE, all components of the assessment system will be built in a native online environment and “ported” to paper if needed so that when sufficient capacity is available within Indiana schools, transition to online assessment will be facilitated.
4. Unless specifically agreed to by the IDOE, all item passages, text, ancillaries, images and graphics developed for any of the components are the property of the State of Indiana and the IDOE.
5. All items developed, selected and used for assessments in the content areas of mathematics, science, and social studies must be reviewed to ensure they are the most direct possible measure of the trait and free from extraneous wording and context. Any “reading” demand in these content areas must be appropriately below (not on or above) grade level.
6. For all levels of users, any online/electronic access to assessments, components, reports, scheduling or ordering shall be via a single secure common interface that

will allow access to any information for which a user has permission. A parent, a teacher or a superintendent will need only a single User ID and Password to access any and all appropriate parts of the system.

7. Whenever possible and practical, reporting will be "electronic."
8. All data from all components of the assessment system will be delivered in a way that will seamlessly integrate with Indiana's data system.
9. All respondents will use Indiana's system for identifying students, teachers, schools and school corporations.
10. All proposals will contain a report of all errors that have occurred in the past two years for any testing program that assesses more than 5,000 students per grade level under a single contract. Errors that are in whole or in part the responsibility of the Respondent or its subcontractors must be reported. Error is defined here in its broadest sense, meaning any event that results in any incorrect/incomplete results being reported or any delay in meeting the scheduled delivery of any component of the testing program. The report will include the following information:
 1. Description of the error;
 2. Scope of the error (number of schools, students, etc.);
 3. Identification of who discovered the error (vendor, customer, site, etc.);
 4. Short-term resolution;
 5. System changes put into place to prevent future occurrences; and
 6. Customer contact, address and phone number of an individual who can address the impact of the error on the testing program.
11. The successful Respondent will promptly report any errors occurring with other programs throughout the duration of this contract. A summary report must be submitted at least once every three months beginning with the date this contract is enacted. Failure to disclose this information is grounds for termination of any contract resulting from this RFP.

2.4.1 Component 1: Kindergarten through Grade 2 Diagnostic Assessments

2.4.1.1 Background Information

As part of the Plan, the State would make Kindergarten through grade 2 diagnostic assessments available for teachers, schools and corporations to use to identify individual student learning progress or issues.

2.4.1.2 History

Indiana does not currently provide any diagnostic assessments or tools for teachers or schools to use in grades K-2 beyond the Reading Assessments currently available. Some individual corporations have adopted or developed other K-2 literacy and numeracy assessments at their own expense.

2.4.1.3 Elements

The diagnostic assessments for grades K-2 should focus on the child's ability to read, comprehend, and use numbers.

The assessments are solely diagnostic and will not be part of an accountability system. They should inform teachers' understanding of each student's individual circumstances in such a manner as to aid the teachers in improving the student's learning.

The assessments should:

- be user-friendly for classroom teachers;
- be classroom based;
- focus on identifying individual learning needs and issues;
- provide age-appropriate inquiries that identify a student's level of literacy, numeracy and comprehension;
- enable effective conclusions about students that can be translated into child-specific activities;
- enable real-time reporting to teachers and collection of data for teachers and schools to use longitudinally in measuring and identifying student progress, individually and collectively;
- provide a structure and process for teachers to share measurement and evaluation techniques that can be embedded in instruction; and
- inform professional development and be supported by accessible professional development resources to improve student literacy and numeracy skills.

The assessments should be effective for all children, such that their usage and results inform and assist further progress for the advanced and gifted student, the student who is ready, and the student whose learning reflects gaps in preparation, readiness and learning.

The assessments should be technology enabled. They should provide means for the electronic collection of results for use by teachers, schools and corporations and enable them to submit data from the assessments to the State, to be used for individual student learning record purposes, including student portfolios, and to support research, but not for accountability purposes.

The results of such assessments should be able to be included as a part of the student's learning portfolio.

The assessments should provide adequate data such that during the student's K-2 years and at the end of second grade, each student's basic literacy, numeracy, and comprehension can be determined.

2.4.1.4 Technical Proposal

The IDOE seeks proposals from Respondents regarding the development, administration, scoring, and collateral activities of diagnostic assessments for literacy, numeracy and comprehension in Kindergarten through grade 2.

This RFP seeks proposals for technology-enabled administration of such diagnostic assessments, consistent with the elements described above.

This RFP seeks proposals for technology-enabled administration of such diagnostic assessments, consistent with the elements described above.

The work plan should permit the Respondent to conduct the necessary preliminary activities involved in preparation for the availability and use of the diagnostic assessments. The IDOE seeks a workable, teacher-friendly, long-term approach to the assessments consistent with the overall assessment system parameters in the Plan. The IDOE has provided some specificity about its needs, but Respondents are welcome to make suggestions and suggest alternative strategies or approaches (including those already in use elsewhere) that could lead to a more effective and efficient assessment process.

The Respondent must identify:

- how the diagnostic assessments identify student literacy, numeracy and comprehension in grades K-2;
- how the assessment results confirm preparation for further learning;
- how the assessments diagnose student learning issues;
- whether the diagnostic assessments correlate to Indiana's Standards for Kindergarten through grade 2 and, if so, how;
- whether schools will be able to utilize the results of the assessments to benchmark student results against other indicators of student performance; and
- whether the assessments demonstrate validity and reliability for their intended use, in the context of their being solely diagnostic and not summative or high-stakes assessments and, if so, how.

The Respondent should note whether the assessment results can be collected and used longitudinally to provide individual teachers feedback that is performance-based and may be used to adjust instruction to improve such student achievement; and whether they may be included in individual student learning portfolios and in longitudinal studies of student performance within schools and across the state.

The IDOE requires the Respondent to provide all services necessary to support the use of these assessments in the classroom environment.

The diagnostic assessments must be available to all students, and the Respondent must propose how the assessment mechanism provides appropriate accommodations to all students.

The Respondent should identify how the assessment content will be treated; whether the assessment content will remain the property of the Respondent or become the property of the State of Indiana; and how the Respondent will grant appropriate license and access to the assessment mechanisms and materials. Where the Respondent proposes to utilize assessment forms, item banks or other materials developed elsewhere, the Respondent must grant appropriate and perpetual license and access to such materials.

The Respondent must be responsible for all operational and support tasks associated with administering the diagnostic assessments (whether the assessments are administered in a technology-enabled environment or in paper-and-pencil format or both),, and the Respondent should explain how its assessments are intended to be deployed, administered, scored, utilized, preserved and otherwise used in a classroom setting to inform instruction and drive student progress in literacy, numeracy and comprehension.

The Respondent should demonstrate how the assessments and their results (whether the assessments are administered in a technology-enabled environment or in paper-and-pencil format or both) will be recorded and retained at the classroom and school level, and how they will deliver aggregate score reports to the IDOE. The IDOE prefers a technology-enabled system that generates printer-friendly and user-relevant reports at the student, classroom, school, school corporation, and state level.

All functions of any online system, if one is used by the Respondent, must be platform, operating system, and browser compatible and provide data in formats compatible with recent versions of Netscape Navigator, Internet Explorer, Firefox, Mozilla, Safari, and Linux, or the Respondent must present an alternate plan to address the various platforms, operating systems, and browsers used by schools.

The Respondent should demonstrate how quickly the individual performance will be reported. The IDOE prefers technology-enabled assessment results be immediately available to the classroom teacher and captured at that same time for aggregate use and longitudinal reporting. Students using paper-and-pencil assessments must receive score reports within 7 calendar days, starting from receipt of the assessment by the Respondent.

2.4.1.5 Cost Proposal

For purposes of planning and budget preparation, the IDOE expects the number of tests administered to vary across schools. For purposes of the Respondent's cost proposal, the Respondent should plan for and assume the quantities designated on the formatted cost sheet (fee schedule), Attachment E. The IDOE prefers a cost proposal that includes a cost structure based on the number of assessments actually administered.

2.4.2 Component 2: Grade 3 through Grade 8 Diagnostic Assessments

2.4.2.1 Background Information

As part of the Plan, the State would make grade 3 through grade 8 diagnostic assessments available for teachers, schools and corporations to use to identify individual student learning progress or issues in English/language arts, mathematics, science and social studies. Such tests would provide classroom teachers with real-time means to determine student progress in each area, such that the teacher's instruction and the student's in-year and in-subject learning plan could be modified to build on strengths and eliminate weaknesses.

2.4.2.2 History

Indiana does not currently provide any diagnostic assessments or tools for teachers or schools to use in grades 3 through 8. Some individual corporations have adopted or developed such assessments at their own expense.

2.4.2.3 Elements

The in-year diagnostic assessments should provide a tool to assist classroom teachers in understanding individual student progress within each applicable subject area as the year progresses and thus inform their instruction to drive accelerated student learning across advanced, on-pace and struggling students. They should provide immediate and specific feedback, preferably with suggestions for instruction, as part of every individual student report, and thus be able to be embedded in classroom practice, as an approach to teaching rather than just a test instrument.

These in-year diagnostic tools should identify individual learning progress, enabling effective conclusions about students that can be translated into activity that further encourages the advanced and gifted child, the student who is ready, and the student whose learning reflects gaps in preparation and readiness.

The diagnostic assessments must be aligned with state Standards and curricular aims, reflecting the substance and rigor of defined subject matter consistent with applicable Indiana Standards, such that they induce confidence that results on the diagnostic assessments will predict results on the summative assessments.

The classroom teacher should be able to apply the assessments and results to assist students working well above or below, as well as those tracking to grade level expectations, such that the assessments should measure across the full scale of learning, both above and below grade level (i.e., be grade-less). They should provide diagnostic information (i.e., so teachers know why the student got the question wrong) and provide benchmarks to identify students who are ahead of, on track for, or lagging behind meeting end-of-year expectations for each grade. The reported results of the assessment

should enable easy use by the teacher in conferring with the student's parents about the student's progress.

The assessments should be technology enabled. They should be able to be administered electronically and online.

Because the assessments will be locally managed, and because their use will be determined as desired at the local level, with the administration frequency – spot use, organized periodic use, and/or mid-year interim evaluation, and varying among subject areas – as local decisions, the assessments should be flexible in use, available as needed by the teacher for whole classroom or individual student application, across the school year.

Individual and collective results should be reportable and used as desired by the local classroom, school and corporation. The assessments should enable the collection of student performance data for longitudinal visibility to each student's growth in each area during the school year, continuity of that visibility as a student passes from teacher to teacher, and collective visibility of the student's performance during a year by all the teachers responsible for the student's learning.

The results should be reportable to the student's learning portfolio and thus enable (although not require) cross-classroom and teacher community of practice use of diagnostic results during each student's year, along with other indicators of student performance (portfolios, specific assistance, etc.). The assessment reporting mechanism also should enable local school corporations to submit data from these assessments to the IDOE, to be used for analysis, support and research purposes but not for accountability purposes.

The assessment may, if feasible, identify student writing skills, but schools also will be free to use diagnostic means of their own choosing to assess student writing during the school year.

2.4.2.4 Technical Requirements

Respondents must acknowledge their understanding and acceptance of the listed technical requirements. Respondents must also provide a narrative for each requirement that demonstrates its ability to meet the stated requirement.

NOTE: The following identify IDOE expectations for a system of diagnostic assessments; however, Respondents are encouraged to offer any solution that will address Indiana's desire for a set of tools for ongoing classroom assessment of student achievement.

Indiana will consider the use of existing assessments, provided the Respondent demonstrates that such will meet all of the goals of Indiana's system and represent a significant ultimate time and/or cost savings. Additionally, Respondents may offer proposals in which either the Respondent or the State would host the diagnostic

assessments.

The diagnostic assessments proposed by the Respondent should address the following requirements:

- Provide evidence of alignment with Indiana Standards/Indicators;
- Ensure the State of Indiana has ownership of the item bank;
- Deliver a Technical Report to the IDOE;
- Deliver an Annual Report to the IDOE;
- Report all results to the IDOE; and
- Provide professional development to teachers and other educators on the use of results to improve learning.

2.4.2.4.A Alignment with Indiana Standards and Indicators

Items to be used on the diagnostic assessments must align to and measure performance against the Indiana Standards. The items must also be fair and free of bias to ensure that the diagnostic assessments provide equitable measures for students with alternative cultural and ethnic backgrounds and diverse learning styles. The Respondent should propose a process whereby all items for potential use on the diagnostic assessments are available to be reviewed and approved by the IDOE. The details of this process will be finalized in collaboration between the successful Respondent and the IDOE. The Respondent will bear the burden of demonstrating alignment with Indiana standards. If it chooses, the Respondent may have access to the Indiana subject matter committees who use the Indiana Standards as the foundation of their work.

2.4.2.4.B Item Ownership

The Respondent is responsible to provide DOE access to and use of the items (through perpetual license or ownership).

2.4.2.4.C Quality Control

The Respondent is responsible for maintaining high quality control over all testing items and rubrics, data entry, processing, and training.

The Respondent should propose a plan for how it expects to complete all work associated with this task, including descriptions of procedures, supporting rationale for procedures, and costs. The Respondent should provide evidence of capability and experience in providing the services specified under this heading, and of having completed work similar to that specified in this RFP, using procedures similar to those required for these

tasks.

The Respondent should submit to the IDOE, as part of the project procedures, the documentation of quality control procedures followed by the Respondent to ensure the integrity and accuracy of items and rubrics, scoring, reporting, and other aspects of the diagnostic assessments.

2.4.2.4.D Professional Development

Training on a diagnostic/formative assessment system should go beyond training educators to use the system and include how to use the results to immediately impact instruction. The Respondent should identify whether and, if so, propose how, it will provide access to assistance for training corporation and school personnel in how to use the system, the scoring rubrics, the scoring process, how to interpret the results and how to make any needed adjustments to instruction.

2.4.2.4.E Technical Report

The Respondent will prepare a technical report, in hard copy and electronic formats, to provide documentation of all technical and statistical work associated with the development of the web-based diagnostic assessment system. The report will include detailed narrative descriptions for all components of the online assessment system. It will also provide sufficient information to allow for an independent evaluation of the quality of the web-based diagnostic assessment system. The final report will be subject to approval by the IDOE.

2.4.2.4.F Annual Report

At the end of each school year, a report detailing all aspects of usage of the diagnostic assessment system will be prepared and submitted to the IDOE. The report will contain, but not be limited to: analyses by item, student, classroom, school, corporation, content, Standard and Indicator.

2.4.2.5 Technical Proposal

The IDOE seeks proposals from Respondents regarding the development, administration, scoring, and collateral activities of diagnostic assessments for English/language arts, mathematics, science and social studies in grades 3 through 8.

This RFP seeks proposals for technology-enabled administration of such diagnostic assessments, consistent with the elements described above.

The IDOE requires Respondents to propose a detailed work plan that accomplishes the stated objectives. Refining this work plan with the IDOE will be an obligation of the successful Respondent, and the revised work plan will be incorporated into the final contract documents with the Respondent.

The work plan should permit the Respondent to conduct the necessary preliminary activities involved in preparation for the availability and use of the diagnostic assessments. The IDOE seeks a workable, long-term approach to the assessments consistent with the overall assessment system parameters in the Plan. The IDOE has provided some specificity about its needs, but Respondents are welcome to make suggestions and suggest alternative strategies or approaches (including those already in use elsewhere) that could lead to a more effective and efficient assessment process.

The Respondent must identify:

- how the diagnostic assessments identify student progress in writing and in knowledge and skills in English/language arts, mathematics, science and social studies in grades 3-8;
- whether the assessments diagnose student learning issues and, if so, how;
- how the assessments correlate to Indiana's curricular aims and Standards in English/language arts, mathematics, science and social studies in grades 3 through 8;
- whether schools will be able to utilize the results of the assessments to benchmark student results against other indicators of student performance; and
- how the assessments demonstrate validity and reliability for their intended use, in the context of their being diagnostic and not summative or high-stakes assessments.

The Respondent should demonstrate how the assessment results can be collected and used longitudinally to provide feedback that is performance-based and may be used in adjusting instruction to improve such student achievement, and how they may be included in individual student learning portfolios and in longitudinal studies of student performance within schools and across the state.

The IDOE requires the Respondent to provide all services necessary to support use of these assessments in the classroom environment.

The diagnostic assessments must be available to all students, and the Respondent must propose how the assessment mechanism provides appropriate accommodations to all students.

The Respondent should identify how the assessment content will be treated; how Indiana will have access to the assessment items (either through perpetual license or ownership); and how the Respondent will grant appropriate license and access to the assessment mechanisms and materials. Where the Respondent proposes to utilize assessment forms, item banks or other materials developed elsewhere, the Respondent must grant appropriate and perpetual license and access to such materials.

The Respondent must be responsible for all operational and support tasks associated with administering the diagnostic assessments in a technologically-enabled environment, and the Respondent should explain how its assessments are intended to be deployed, administered, scored, utilized, preserved and otherwise used in a classroom setting to inform instruction and drive student progress.

The Respondent should demonstrate how the assessments and their results will be recorded and retained at the classroom and school level, and how they will deliver aggregate score reports to the IDOE. The IDOE prefers an online system that generates printer-friendly and user-relevant reports at the student, classroom, school, corporation, and state level.

All functions of any online system, if one is used by the Respondent, must be platform, operating system, and browser compatible and provide data in formats compatible with recent versions of Netscape Navigator, Internet Explorer, Firefox, Mozilla, Safari, and Linux, or the Respondent must present an alternate plan to address the various platforms, operating systems, and browsers used by schools.

The Respondent should demonstrate how quickly the individual performance will be reported. The IDOE prefers a result immediately available to the classroom teacher and captured at that same time for aggregate use and longitudinal reporting.

2.4.2.6 Cost Proposal

For purposes of planning and budget preparation, the IDOE expects the number of tests administered to vary across schools. For purposes of the Respondent's cost proposal, the Respondent should plan for and assume the quantities designated on the formatted cost sheet (fee schedule), Attachment E. The IDOE prefers a cost proposal that includes a cost structure based on the number of assessments actually administered.

2.4.3 Component 3: Grade 3 through Grade 8 Summative Assessments

2.4.3.1 Background Information

Senate Enrolled Act 1240 asked the State Board and the IDOE to develop a system in grades 3 through 10 that:

- Reflects a student's proficiency in and mastery of the state's academic standards;
- Is, to the greatest extent possible, more concise, less time consuming, and less expensive to administer than the current tests while maintaining the current level of rigor of the tests;
- Provides prompt results to students, parents, and teachers;
- Explores all options for timing and use of summative tests, including giving a summative test in the fall or the spring;
- Measures individual student growth from school year to school year;
- Explores all options for diagnostic tests for use by teachers to support ongoing remediation;
- Involves a transition to the use of online testing;
- Assesses student proficiency in written communication in an effective manner; and
- Moves to the use of online assessments for Core 40 subjects.

Diagnostic assessments in grades 3 through 8 are addressed in Component 2; online assessments for Core 40 subjects are addressed in Component 4, as are the NCLB, GQE and other aspects of summative assessment in grades 9 and 10. This Component addresses the remaining objectives in grades 3 through 8.

2.4.3.2 History

The Indiana Student Test of Educational Progress-Plus (ISTEP+) has been the State's summative assessment for grades 3 through grade 9. In the context of otherwise applicable provisions of Indiana and federal law, this Component requests proposals responsive to the objectives identified above, consistent with the elements, requested services and technical requirements identified below.

The IDOE has been careful to maintain compliance with applicable NCLB requirements and to develop a valid and reliable assessment approach for grades 3 through 8. As noted in the Plan and further below, the IDOE desires to ensure that any system responsive to this RFP provides for adequate and effective transition from the prior system; enables cross-walk or other effective utilization of assessment results produced by the prior system for prior years; and maintains compliance with applicable state and federal requirements.

2.4.3.3 Elements

The end-of-year summative assessments for English/language arts, mathematics, science and social studies in grades 3 through 8 should contain both a writing assessment and a progress assessment.

All students in grades 3 through 8 should take the writing and progress assessments, with appropriate accommodations and alternate assessment instruments to support full access for eligible students with disabilities and English language learners.

The “writing” assessment should assess the student’s progress in effective written expression. It should use applicable Indiana Standards to create essay and other open-ended questions that measure student use of grammar and composition for effective writing, higher-order thinking, and applied skills in English/language arts, mathematics, science and social studies.

It should be administered annually as late as possible in the second half of each school year, yet at a time such that the reporting of its results is synchronized with the reporting of the progress assessment by the end of the school year in an integrated report.

Each student’s writing assessment score should be reported both as a separate score focused on the student’s writing ability and as a factor creating the total English/language arts score.

The progress assessment should reflect each student’s growth in knowledge during the school year. It should be administered near the end of the school year, with only a brief turn-around time so that scores are received before the end of the school year, annually in English/language arts, mathematics, and science and every other year in social studies, unless a more frequent assessment is required by state or federal law.

The progress assessment should measure the curricular aims reflected in the Indiana Standards for English/language arts, mathematics, science and social studies. It should build cumulatively, within and across subject matter areas, reflecting the developmental progressions across grades 3 through 8, with assessment instruments aligned to the curricular aims and Standards. It should apply the rigor expected in those curricular aims and Standards in the knowledge and skills assessed.

The administration of progress assessments for each subject area need not be contiguous, but they must be concise in time to take, in the context of adequate technical rigor and quality necessary to meet federal or other applicable standards. The progress assessment should have no open-ended or essay questions but should use other means to assess higher-order thinking skills and curricular aims.

The format of the progress assessments must enable electronic administration and scoring and provide compatibility to move to online assessments when such capacity exists. Respondents must identify their method of scoring and how the method will produce timely, valid, reliable, and cost-effective results.

Each student's progress assessment score should be reported as a separate result focused on the student's proficiency of the curricular aims reflected in the Indiana Standards.

For both aspects of the end-of-year summative assessments, Respondents should identify their method of scoring the assessment and how it will produce relevant, timely, valid, reliable, and cost-effective results. The assessments must be scored uniformly across the state, with scoring that expects rigor.

The end-of-year summative assessments (both writing and progress) must have the validity, reliability and other attributes adequate for use in the state's (P.L. 221) and the federal government's (NCLB) systems of tracking student performance. Data from previous summative assessments should be retained and brought into the system by cross-walking results from earlier assessments into the system. Respondents should identify how they will transition to their proposed assessments responsive to this Component, including how they will achieve retention and use of the longitudinal results from earlier assessments.

The results of the end-of-year summative assessments (both writing and progress) will be reported annually, by the end of the school year, in a format that facilitates timely communication to parents, teachers and schools. The results will become part of each student's learning portfolio, evidencing the student's progress to proficiency in the curricular aims. Aggregate results will be reported at the class, school, corporation, and state levels.

The results will be tracked by individual student's STN, so that the results are both portable over geography (as the student moves from school to school or corporation to corporation) and available over time (as the student rises through grades K-12 to graduation and ultimately into post-secondary education).

2.4.3.4 Technical Requirements

Respondents must acknowledge their understanding and acceptance of the listed technical requirements. Respondents must also provide a narrative for each requirement that demonstrates its ability to meet the stated requirement.

Background

The ISTEP statewide assessment system has existed in Indiana since 1989. However, in its current mixed-format form, ISTEP+ has been administered since the fall of 1997. New Indiana Academic Standards were adopted in 2000 and the tests for grades 3, 6, and 8 underwent revision, alignment and cut score setting in 2002. In 2004, the Graduation Qualifying Exam (GQE) was similarly revised and tests were added at grades 4, 5, 7, and 9. Science was added to grade 5 in 2003 and to grade 7 in 2005.

Currently, ISTEP+ assessments in grades 3 to 10 and content areas (E/la, math

and science) include both selected response and constructed response items. Indiana owns all items and content (or has permission to use content) on the current assessments and has a piloted item pool that will allow for the construction of two future forms of all assessments using the existing test blueprints.

A number of state laws and rules govern the content, construction and delivery of ISTEP+. Please fully review Appendix E of the ISTEP+ Program Manual and all of IC 20-32 before responding to this section of the RFP as every proposal must meet these legal requirements. Failure to meet all current laws and rules may disqualify the Respondent's proposal from consideration for this Component of the system. (Keep in mind, laws are subject to change by the legislature and rules are subject to change by the State Board.)

ISTEP+ is the key student achievement measure for both state and federal accountability. Indiana's system of Standards and Assessments has been fully approved by USDOE through the "peer review" process required by NCLB. It is critical that all Respondents understand that any proposal made for this Component of the assessment system is required to, upon federal review, receive the same or higher status or be subject to liquidated damages.

2.4.3.4.A Assessment Transitions

This RFP requires two significant changes to the current ISTEP+ assessment: 1) a changing the time of year that the assessment is administered; and 2) splitting the test into a "writing" (essay and constructed response) portion and a "progress" (selected response and other machine scorable items) portion so that an "end of year" achievement result will be determined for every tested student.

These transitions introduce a variety of significant risks into an already complex enterprise. Each Respondent must address these issues in a separate subsection of the proposal. Even if activities, processes and control systems are integrated within the larger system, the IDOE wishes to see specifically how the risks and costs associated with these technical transitions will be handled.

2.4.3.4.A.1 Time of Year

Specifically, each Respondent must, at a minimum, address the following issues for the one-time event—transition in the time of testing:

(Each Respondent must also include any other procedures that, based on the Respondent's experience, are required.)

- How all current test items will be "recalibrated" to the "new" time of year.
 - Timeline for such recalibration
 - Methodology to be used
 - Sample size needed and proposed distribution and composition of the

- sample
- Criteria for determining if any change in item statistics is acceptable
- How "new" item statistics will be correctly associated with items

2.4.3.4.A.2 Format of Test

Indiana anticipates that the requirements for constructed response items and for scoring completed by the end of the school year will necessitate the splitting of the test into a "writing" and a "progress" assessment. Each Respondent must identify its proposed format and length for the writing and progress portions of the summative assessment and should address both the items and issues brought forward by the State and any and all other issues that, based on the Respondent's experience, must be dealt with in order to make changes to the test. **The IDOE is not locked into any specific solution and encourages innovative proposals that will meet the State's objectives.**

- Determining content/blueprint of the test and impact of test design on content that may be assessed
 - Proposed design for "end of year"
 - Proposed blueprint for "writing" test
 - Proposed blueprint for "progress" test
- A "typical" school year timeline that will show all key assessment events within a full cycle of testing, including reporting and NCLB accountability
- Turn-around time including:
 - QA/cleanup process for demographic data associated with assessment scores
 - Delivery of student, class, school, corporation and state results
 - Timeline for required rescore process
 - Delivery of final electronic data to state to facilitate accountability determinations
- How missing data will be handled if the test is administered in two separate windows
- Psychometric "plan" including any anticipated "special" technical reports and issues
 - Anomalous student results: will they be identified or flagged?
 - How will cut scores on the new test be determined?
 - Indiana requires a vertical scale that will directly measure student growth for the purposes of state accountability; how will it be constructed?
 - How will previous student scores and "status" be equated to scores and "status" on the "new" assessments?
 - How will reliability and validity of these equated scores be demonstrated?

- For purposes of Indiana accountability, we must have three years of comparable growth data for students.
- Complete timeline and project plan for moving to end-of-year summative assessment
- Plan, costs and timeline to deal with the requirements of NCLB and AYP during the transition
 - ISTEP+ is a fall test that assesses the prior year's Standards and Indicators. AYP determinations based on the fall 2006 test are for the 2005-06 school year.
 - During the school year in which the change is made from fall to spring, every student in an NCLB-required grade will need to be tested twice.
 - Plan to align new assessment for NCLB purposes
 - Timeline for submission to USDOE for "Peer Review"
- Total "one time" costs of "moving" the tests

2.4.3.4.B Program Manager and Project Management Team

The Respondent shall assign a Program Manager, dedicated full-time to this project, and assemble a project management team to oversee and coordinate the efforts of the contractor and all related subcontractors. The Program Manager shall serve as the primary liaison with the IDOE for all components of the project. The Program Manager must have demonstrated previous experience with managing a large, customized assessment project similar in scope and nature to the summative assessments.

A cohesive, dedicated, skilled core team is critical to the summative assessment project. At a minimum, this core team of key personnel shall be listed in the Respondent's proposal. Personnel commitments and identifying core team key personnel as specific individuals are a mandatory requirement for the work to be performed under this contract and subject to approval by the IDOE Division of School Assessment. The Respondent shall provide an organizational chart showing all key staff and offices assigned to work on the various aspects of the summative assessments. Roles and responsibilities for all key staff shall be identified.

Except in the case of illness, death, or leave of absence and so long as the personnel remain partners, principals, or employees of Respondent, no re-deployment of any member of the core team as required by the work plan may be made without prior written consent of the IDOE Division of School Assessment, which shall not be withheld without good cause. Replacement of such personnel, if approved, shall be with personnel of equal or greater ability and qualifications.

2.4.3.4.C Project Plans and Schedules

The Respondent shall continuously monitor the ongoing operations of the summative assessments using a detailed project plan and schedule. The Respondent shall provide an annual updated project plan and schedule for joint use by the IDOE and the Respondent in monitoring all program activities. The IDOE desires appropriate direct real time access to the project schedule.

2.4.3.4.D Status and Planning Meetings

The Respondent shall participate in weekly status meetings with the IDOE. These meetings will be conducted by telephone and/or by pre-arranged videoconferencing, Web-ex, or via other communication technology as proposed by the Respondent. The Respondent shall be responsible for providing written documentation of the weekly status meetings within 24 hours of each meeting. The Respondent shall also provide weekly written status reports that shall include but not be limited to, reports on the status of ongoing activities, decisions made, decisions pending, activities completed, problems, and timelines for scheduled activities. Weekly status reports shall be in a format that is approved by the IDOE Division of School Assessment.

The Respondent shall participate in and support all associated costs for a minimum of six planning meetings of the IDOE and Respondent project management teams, other contractor management staff responsible for services provided to the IDOE, and representatives of the Respondent's senior management team, as necessary. Three two-day meetings will be held at the Respondent's site and three two-day meetings will be held in the State of Indiana at a site convenient to the IDOE staff (a total of 12 meeting days). The Respondent shall be responsible for all costs associated with these meetings. The IDOE staff attending the meetings will include the assistant superintendent, the assessment director, and up to four education associates. During the initial "start-up" phase of this project there may be a need for additional meetings; these will be at the Respondent's expense with dates, times and locations to be mutually agreed upon by the Project Manager and the Director of School Assessment. The Respondent shall submit the meeting notes to the IDOE within five (5) working days of each meeting for final review and approval.

2.4.3.4.E Development of Summative Assessments

2.4.3.4.E.1 Involvement of Committees

The development of the summative assessments will involve several Indiana Committees, the IDOE, and the successful Respondent. Each of these committees has the mandate to use the Indiana Standards as the foundation of their work. To that end, it is not enough for them merely to *align* their work on the summative assessments with the Indiana Standards; the summative assessments must *measure* performance against the Indiana Standards.

The Respondent shall propose a process whereby all items for potential use on the summative assessments are reviewed and approved by the IDOE. The details of this process shall be finalized in collaboration between the successful Respondent and the IDOE.

All items to be used on the summative assessments must be reviewed for alignment to Indiana Standards. The items must also be reviewed for fairness or bias to ensure that the summative assessments provide equitable measures for students with alternative cultural and ethnic backgrounds and diverse learning styles.

These groups have already been established within the State of Indiana and their membership will be maintained or modified under the direction of the IDOE.

2.4.3.4.E.2 Test Content and Item Format

The ISTEP+ Info Center provides web links to sample and released items and scoring rubrics. Standards and other content-related information can be found at the Academic Standards site. These documents provide an indication of the types of skills and knowledge to be addressed within each content area for each grade level. Details of specifically what will be included in the summative assessments will be jointly determined by the successful Respondent and the IDOE. Items will be a mix of multiple choice and constructed response and essay. The essential feature of all items included on the summative assessments is alignment to Indiana Standards and the measurement of performance relative to the Standards/Indicators.

The Respondent is required to develop test items that align with Indiana's Academic Content Standards. There may be some Standards that will not be assessed through the summative assessments. These will be determined by the IDOE based on any needed modification of the current test blueprint. Annually, the existing item pool will be reviewed and the Respondent and the IDOE will agree to the proposed item development and piloting plan for the next testing year. The IDOE expects to receive high quality items with little need for revision and the IDOE reserves the right to reject at no cost any and all items that it deems as poor quality or not aligned to the Standards/Indicators. Furthermore, scoring rubrics that are of poor quality will also be rejected. The Respondent is responsible for ensuring that all items are carefully written, edited and proofed before being submitted to the IDOE for review.

The Respondent shall submit with this RFP a chart indicating the number of items to be developed by Standard/Indicator for each subject (English/language arts, mathematics, science, and social studies) at each grade level (3 through 8). This chart will be subject to approval by the IDOE. The IDOE content personnel, along with the item review committees, will provide the Respondent with feedback regarding the match between test items that are developed and the Standards/Indicators.

Beyond the contract period, the IDOE must be able to ensure the continuity of the Assessment system and efficiently move hard and electronic copies of the item banks

from one Respondent to another. The Respondent shall propose how this need may be met, including supporting rationale and costs.

The Respondent shall also propose a strategy for allowing the IDOE to continue using Respondent-developed assessment items and the resulting data beyond the scope of any contract that results from this RFP. Royalty fees and other associated costs should be indicated in the proposal.

2.4.3.4.E.3 Development of Rubrics for Constructed Response Items

The development of rubrics for constructed response items will be the responsibility of the Respondent. All rubrics must be submitted along with the items to the IDOE for approval.

The Respondent shall propose a strategy for incorporating their expertise into the rubric development process and shall propose a strategy for using the rubrics in scoring of constructed response items.

The student's responses on the short answer or extended response items will be scored using the rubrics created for each item. While it would be desirable to have examples to guide the scoring, it is not required. The Respondent shall provide downloadable files of item-specific scoring rubrics.

2.4.3.4.E.4 Item Development

The IDOE requires the Respondent to propose a detailed plan for item development. The item development plan shall include:

- Source of items;
- Criteria that will be used to judge content validity and the technical quality of the items;
- Criteria that will be used to develop test items across a wide range of depth of knowledge levels;
- Criteria that will be used to judge the item quality; and
- Procedures for ensuring that the above criteria will be used consistently throughout the item development process.

It is expected that some of the items will be rejected in the process of the item reviews. Therefore, the number of items needed for the system refers to the number of items remaining after all item reviews have occurred.

2.4.3.4.E.5 Item Analysis

The Respondent shall be responsible for providing appropriate item statistics and item analyses once an item has been piloted. Respondents are encouraged to propose analyses based on their experience and emerging statistical theory. The IDOE reserves the right to require the Respondent to remove and replace any item with poor data.

2.4.3.4.F Reporting

Reporting fully, accurately, and in a timely manner is critical for any assessment program. ISTEP+ currently produces a full range of traditional printed reports and labels at the student, classroom, school, and corporation level and supplies each corporation (and each charter and non-public school) with an electronic copy of their data.

Respondents are invited to propose alternative reporting formats and methodologies that they believe would represent improvements. Specifically, Respondents are invited to propose reporting solutions that are not confined to paper reports, but rely on the Internet and vehicles other than paper reports to convey information about student achievement and school performance. Any such solution must maintain strict security and fully protect the individual rights of all students. In proposing possible alternative approaches to reporting, Respondents should be familiar with and should consider approaches that facilitate implementation of both the Indiana and federal accountability programs.

2.4.3.4.G Pilot Testing

All items used in ISTEP+ are currently pilot-tested, in stand alone forms, at the same time that ISTEP+ is administered. No items will be used in ISTEP+ tests without being piloted in Indiana and without having met acceptable standards of reliability and validity. All pilot samples must be statistically representative of Indiana students. Respondents must describe in detail the processes and procedures they recommend for pilot-testing all assessment items, explicitly relating their proposals to the new testing requirements discussed in this RFP for the administration of assessments.

Respondents are invited to make their best proposal for administering pilot items in a manner that assures the reliability and validity of all items to be used in assessments, while minimizing to the extent possible the time required to pilot-test items.

2.4.3.4.H Technical Analysis

Respondents must ensure the reliability and validity of individual student scores. The technical analyses conducted by the Respondent for the summative assessment must meet nationally recognized professional and technical standards, as established by the Standards for Educational and Psychological Testing, published jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education. All technical analyses and reports provided by the Respondent shall include appropriate cross-references to the relevant joint standards.

The Respondent shall include a section in the proposal showing evidence of experience identifying technical issues/problems and the subsequent solutions. This may include such things as scaling, equating, test construction, scoring drifts, etc.

2.4.3.4.H.1 Scaling and Equating

For all elements of the summative assessment, the Respondent shall be responsible for proposing psychometric methods for scaling, equating, and linking test forms for each content area. Total test scores shall be equated and raw scores converted to scale scores. The Respondent must provide detail about the scale development that will be done for the summative assessment in the first year of operational administration and must provide rationales for the use of each of the scales, along with various psychometric issues and proposed solutions.

The Respondent shall propose a detailed plan for building the necessary links for equating from form to form, specify procedures for estimating equating error across years, and propose a system for checking on scale drift. The proposed equating methodology shall be clearly described in the Respondent's proposal. The Respondent is encouraged to propose alternative equating designs and time lines for establishing equated test forms. For each equating design proposed, the Respondent will provide advantages and disadvantages and make a recommendation for the use of one equating design over the other(s).

2.4.3.4.H.2 Validity

The Respondent shall be responsible for establishing and documenting evidence of the validity of test scores from the summative assessment, which will be used as part of school and corporation accountability system. Evidence of validity shall include, but not necessarily be limited to, the following:

- a. Evidence that subject matter experts have determined that items and test forms represent an adequate sample of the content frameworks;
- b. Documentation of the rationale for the relative emphasis assigned to particular standards or indicators;
- c. Evidence that test item formats measure the intended content rather than some other construct;
- d. Evidence of the interrelationship among "standard" scores;
- e. Evidence that items were chosen on the basis of the test blueprint; and
- f. Evidence that alternate forms of each test cover the same content.

2.4.3.4.H.3 Reliability

The Respondent will be responsible for establishing and documenting evidence of the reliability of test scores and scoring of hand-scorable items, including rater reliability. The assessments at all grade levels shall be developed so that evidence may be provided that scores are sufficiently valid and reliable at student levels for use in high-stakes decisions. Evidence of test score reliability shall include, but not necessarily be limited

to, inter-rater reliability, internal consistency of total scores and sub-scores, decision consistency, and standard error of measurement. Because of the focus on achievement levels, the most important evidence of reliability will be decision consistency information.

The Respondent shall provide a plan for demonstrating evidence of score and scoring reliability for all hand-scorable item types. The Respondent shall provide evidence of consistency between raters.

The Respondent shall propose a detailed plan for how it expects to complete all work associated with this task, including descriptions of designs of reliability studies, plans for conducting proposed studies, timelines, analyses to be conducted, statistics and reports to be provided, and the supporting rationale for the proposed design(s). This plan and associated work will be subject to negotiation and approval by the IDOE and/or the Testing Advisory Committee/Expert Panel.

The Respondent must assist the IDOE with compiling additional evidence for subsequent peer reviews of any component of the summative assessment, as necessary, in compliance with federal requirements.

2.4.3.4.I Equating Studies

The Respondent shall be responsible for conducting equating from form to form for all content areas. ISTEP+ is currently post-equated but Respondents are free to propose and defend what they believe is the most efficient and defensible equating methodology. The Respondent shall be responsible for the costs of an independent quality assurance check of the equating done for each administration of the summative assessment prior to the reporting of student results.

2.4.3.4.J Standard Setting

Under the supervision of the IDOE, the Respondent shall design and conduct standard setting studies, as appropriate and necessary, during the transition from ISTEP+ to the new summative assessments. The Respondent shall be responsible for all costs of materials and staff support necessary to conduct the studies, complete appropriate analyses, and document the results in a comprehensive report.

2.4.3.4.K Alignment Studies

Under the supervision of the IDOE, the Respondent shall conduct alignment studies, as appropriate and necessary, after the transition from ISTEP+ to spring summative assessments. Alignment studies will be conducted for all content areas in all grade levels assessed. The Respondent shall be responsible for all costs of materials and staff support necessary to conduct such studies, complete appropriate analyses, and document the results in a comprehensive report. The IDOE may specify independent consultants to be used as independent facilitators for the alignment studies. The studies will be conducted

at a convenient, central location in Indiana and will include Indiana educators as the panel members.

2.4.3.4.L Technical Reports

The Respondent shall prepare a technical report after each year's administration. The report should include statistical characteristics of assessment instruments (e.g., validity, reliability); design and results of scaling, linking, and standard setting; interpretations of assessment results; and other information as requested. The final report will be subject to approval by the IDOE.

2.4.3.4.M Comparability Studies

At any time should any portion of the summative assessments be administered in more than one mode, it will be the responsibility of the Respondent to conduct and report a full comparability study. Such a study must determine the impact (if any) of different modes of administration and recommend to the IDOE any adjustments to scaling and/or equating that may be required.

2.4.3.4.N Vendor Transition

It is anticipated that some or all of the components of this RFP could be awarded to a Respondent other than the incumbent requiring that rights, property, processes, procedures and data be transferred from one vendor to another. All Respondents must present a detailed plan with a timeline for how they will smoothly, seamlessly and successfully carry out transitions between vendors. Any such plan must begin no later than 6 months prior to the first test administration that will be the responsibility of the Respondent. A complete "Transition Plan" will be due to the IDOE within 10 working days of the award of this Component of the RFP.

2.4.3.4.O Respondent Burden and Opportunity

It is the burden of the Respondent to demonstrate whether and how its products and services meet NCLB and other legal requirements. The Respondent may utilize proof from other states and other sources, or other means, including working with IDOE, to meet this burden.

2.4.3.5 Technical Proposal

The IDOE seeks proposals from Respondents regarding the development (including item development and content review), administration (online and paper-and-pencil), standard setting, scoring, research and review (comparability studies, rescore study) and collateral activities (online scheduling and registration, communication and reporting) of end-of-year summative assessments in the following subject matter areas in grades 3 through 8:

- Annual summative assessments in grades 3 – 8, which contain progress and writing, in the areas of English/language arts and mathematics.

AND

- Annual summative assessments, which contain progress and writing, in grades 3 – 8 for science, and in grades 4, 6, and 8 for social studies.

OR

- Summative assessments, which contain progress and writing, in grades 5 and 7 for science, and in grades 4, 6, and 8 for social studies.

Continued development and use of paper-and-pencil tests for some schools is a practical necessity, but this RFP seeks proposals for the online format in the summative assessments.

The IDOE anticipates entering into a multi-year agreement with the Respondent for summative assessments beginning in the 2008-2009 school year, with the option to extend for additional multi-year periods.

The IDOE requires Respondents to propose a detailed work plan that accomplishes the stated objectives. Refining this work plan with the IDOE will be an obligation of the successful Respondent, and the revised work plan will be incorporated into the final contract documents with the Respondent.

The work plan should permit the Respondent to conduct the necessary preliminary activities involved in preparation for the summative assessments. The IDOE seeks a workable long-term approach to the summative assessments consistent with the overall assessment system parameters in the Plan. The IDOE has provided some specificity about its needs, and the technical requirements identified above must be satisfied, but Respondents are welcome to make suggestions and suggest alternative strategies or approaches (including those already in use elsewhere) that could lead to a more effective and efficient assessment process.

The Respondent must identify whether and, if so, how its proposed summative assessments correlate to national and international standards and other indicators of student performance and whether schools and the IDOE will be able to utilize the results of the summative assessments to benchmark student results in that context.

The Respondent must demonstrate how its proposed summative assessments will:

- Be valid and reliable;
- Reflect and align to Indiana's curricular aims and Standards and predict to success in both preparation for higher education and for career and technical pursuits;
- Conform to the requirements of Indiana and federal law, including NCLB;
- Be tracked by the STN Indiana assigns to the student;
- Enable teachers and schools to monitor individual and collective student results demographically across student populations and longitudinally across time;

- Give individual teachers feedback that is performance-based and may be used to guide instruction and student progress, and enable teachers and schools to evaluate and adjust instruction to improve student achievement;
- Inform parents as to the academic progress of their students;
- Enable the results of the assessments to be included in individual student learning portfolios and in longitudinal studies of student performance within schools and across the state.

2.4.3.5.A. Operational Administration of Summative Assessments

Summative assessment items that have not already been written and pilot-tested and operationally deployed must be. The IDOE requires the Respondent to provide all additional services necessary to administer these assessments in a production or operational environment.

General

1. The IDOE invites proposals for effective and efficient administration and grading of the writing assessments, recognizing that the assessment should use essay and other open-ended questions that measure student use of grammar and composition for effective writing, higher-order thinking, and applied skills, and that it should be able to be administered and scored in a timely manner, enabling common reporting with the progress assessment at the end of the school year.
2. The IDOE invites proposals for effective and efficient administration and scoring of the progress assessments, recognizing that the assessments must be concise in time to take; in the context of adequate technical rigor and quality necessary to meet federal or other applicable standards; should have no open-ended or essay questions and should use other means to assess higher-order thinking skills and curricular aims; should be administered near the end of the school year; and scored in a timely manner, enabling common reporting with the writing assessment at the end of the school year.
3. The summative assessments administered by the Respondent must be available to all students, and the Respondent must propose a plan for appropriate accommodations to all students.
4. Although both testing formats will be available to schools during the first multi-year agreement, schools will be required to select either the electronically enabled format or the paper-and-pencil format for each content area. Paper-and-pencil format for the progress assessment must be able to be electronically scored to support the necessary turn-around time for reporting by the end of the school year.
5. The IDOE places great importance on test confidentiality, integrity and security. The Respondent must propose specific security measures considered appropriate for operational administration of the summative assessments.

6. The Respondent must assume access to and use of existing summative assessment forms, item banks and related material where they have been developed in previous pilot and operational tests. These materials are the sole property of the State of Indiana, and the Respondent will be granted appropriate license and access to these materials. The Respondent must include a plan for transition of items, test forms, and student responses. All new materials developed as a result of this RFP will be the sole property of the State of Indiana. Where the Respondent proposes to utilize forms, item banks or other materials developed elsewhere, the Respondent must grant appropriate and perpetual license and access to such materials.

Electronically-Enabled Administration

1. The Respondent must be responsible for all operational and support tasks associated with administering the electronically-enabled summative assessments, including:
 - a. Design and development of the annual test administration cycle and schedule;
 - b. Development and publication of web and print instructions, manuals, and other communications to schools, including web trainings and online tutorials;
 - c. Publication of tests and scoring guides;
 - d. Development of an online scheduling system for schools to select test windows and delivery formats that will include both testing formats;
 - e. Design of a mandatory program to assess the technology capabilities of schools and respond to various operating systems and browsers;
 - f. Development of practice tests (an online set of items that allow students to become familiar with online testing and any tools needed by students) and general test preparation materials (including an item sampler that provides examples of the item types with content that students will see on the test);
 - g. Scoring/grading of completed online tests (the fee schedule allows for pricing of human scoring or artificial intelligence or other scoring of essay and open-ended items on the writing assessment);
 - h. Development of anchor sets and training sets for essay and open-ended items for the writing assessment;
 - i. Development of plans for providing accommodations;
 - j. Provide appropriate security arrangements for test content and test administration;
 - k. Preparation and distribution of online reports for both testing formats to teachers, school officials, corporation officials and the IDOE, with appropriate security arrangements to safeguard access to reports; the Respondent will need to incorporate the cut scores into these reports;
 - l. Development of promotional materials for use with schools;
 - m. Distribution of electronic communication necessary for registration, testing, reporting, and general dissemination of summative assessment information;
 - n. Development of a plan for re-scoring essays in cases where schools and the Respondent disagree;
 - o. Provision of a technical report that includes information regarding administration, psychometrics, and summary data for the summative assessments.
2. The Respondent should assume and plan for new and secure item rotation and testing in each successive year's administration of the summative assessments. The

Respondent should provide a separate report and analysis to the IDOE on new items introduced in each test administration; this report should include item data analysis and any recommendations for improvement of the items.

3. The Respondent must deliver to the IDOE aggregate score reports and incorporate the cut-scores into student, classroom, school, corporation and state-level reports of operational test results. The Respondent must deliver a system in which all score reports, both online and paper-and-pencil, are delivered in one format to schools, such that scores are compiled and shared with schools in the same manner, regardless of the testing format selected. The IDOE prefers an online system that generates printer-friendly reports at the student, classroom, school, corporation, and state levels.
4. All functions of the online system must be platform, operating system, and browser independent. All functions of the online system must work in recent versions of Netscape Navigator, Internet Explorer, Firefox, Mozilla, Safari, and Linux, or the Respondent must present an alternate plan to address the various platforms, operating systems, and browsers used by schools in a secure testing environment.
5. The Respondent must design and implement a Scoring Reliability (auditing) system for the scoring of essay and open-ended items and budget for a reliability system that includes a representative sample of student responses.

Paper-and-Pencil Administration

1. The tests administered by the Respondent must be available to all students, and the Respondent must propose a plan for appropriate accommodations to all students. Therefore, a large print version of the test will be necessary as well as the possibility of a Braille version.
2. The IDOE requests proposals from the Respondent for scoring of the paper-and-pencil tests, including the open-ended and essay items. The Respondent may suggest scoring of the paper-and-pencil-based writing assessments by electronic means or by human means; scoring of the paper-and-pencil-based progress assessments must be by electronic means. In addition to providing scoring guides, this will require that schools be able to submit exam results directly to the Respondent for purposes of consolidated score reporting at the student, school, corporation, and state levels. If human scoring of open-ended and essays is proposed, the Respondent must propose a system for scorer training at the school level, including the administration and scoring of tests.
3. The Respondent must design and implement a Scoring Reliability (auditing) system for the scoring of open-ended and essay items and budget for a reliability system that includes a representative sample of student responses.
4. The Respondent will be responsible for all operational and support tasks associated with administering the paper-and-pencil version of the summative assessments, including:

- a. Design and development of the annual test administration cycle and schedule;
 - b. Development and publication of web and print instructions, manuals, and other communications to schools, including web trainings and online tutorials;
 - c. Publication of tests and scoring guides;
 - d. Development of an online scheduling system for schools to select test windows and delivery formats;
 - e. Development and execution of a plan for the ordering, delivery, and pick-up of paper-and-pencil tests and materials;
 - f. Development and publication of practice tests and general test preparation tools;
 - g. Development of training materials for paper-and-pencil scoring of open-ended and essay items;
 - h. Scoring/grading of the essays and open-ended questions on the writing assessment and the questions on the progress assessment, as well as a scoring reliability check (audit) of teacher-scored tests if not human-scored by the Respondent;
 - i. Development of plans for providing accommodations;
 - j. Provide appropriate security arrangements for test content and test administration;
 - k. Preparation and distribution of online reports to teachers, school officials, corporation officials and the IDOE, with appropriate security arrangements to safeguard access to reports; the Respondent will need to incorporate the cut scores into these reports;
 - l. Development of promotional materials (electronic and paper) for use with schools.
5. The Respondent must assume and plan for new item rotation and testing in each successive year's administration of each summative assessment. The Respondent must provide a separate report to the IDOE on new items introduced in each test administration; this report must include item data analysis and recommendations, if any, for improvement of the items.
6. The Respondent must deliver to the IDOE aggregate score reports and incorporate the cut scores into student, classroom, school, corporation and state-level reports of operational test results. The Respondent must deliver a system in which all score reports, both online and paper-and-pencil, are delivered in one format to schools, such that scores are compiled and shared with schools in the same manner, regardless of the testing format selected. The IDOE prefers an online system that generates printer-friendly reports at the student, classroom, school, corporation and state levels.

Operational Performance Standards for Acceptable Administration - All Testing

- Aggregate school or class performance must be reported by the end of the school year.
- Aggregate state-level reporting to the IDOE must be reported by June 30 for each academic year.

Computer-Based Testing

- Students using online testing arrangements must achieve response times meeting current industry standards.

- School officials must receive student test results within 24 hours of test completion.

Paper-and-Pencil Testing

- Students using paper-and-pencil tests must receive score reports within 7 calendar days, starting from receipt of the test by the Respondent.

2.4.3.5.B. Online Scheduling and Registration, Communication, and Reporting System

The Respondent must provide a system in which:

1. Corporations can complete online registration for online and paper-and-pencil assessments.
2. The IDOE will have a delivery method for necessary electronic and paper communications with corporation and school officials for online and paper-and-pencil tests, separately and combined.
3. An online reporting system for student, school, corporation and state-level data, as described in Section A, is available for schools, corporations and the State.
4. A consolidated help desk will exist to assist corporations with all facets of technology issues related to online testing, registration, and reporting, as well as paper-and-pencil logistical issues.

2.4.3.5.C. Item Development and Content Review

1. New items will need to be developed for new operational assessments. Additional items will need to be developed periodically. Examples of item types that are desirable in layout and format for online and paper-and-pencil items can be found at: <http://doe.state.in.us/istep/publications.html>. Exact quantities and nature of items appropriate to each summative assessment – multiple-choice, open-ended, essay, numeric response and equation/expression, graphing, constructed response or other – will be determined by the IDOE.
2. The Respondent will be responsible for conducting passage reviews, content reviews and sensitivity/bias reviews, including setting up meetings and facilitating the reviews for new summative assessments.
3. Test form construction will be based on item analysis. The IDOE anticipates additional test forms may be constructed based on field-testing of new items.

2.4.3.5.D. Standards (Cut Score) Setting

The IDOE expects that Standards (cut score) Setting will occur for each summative assessment. The Respondent must provide the structure, agenda, support and materials for the Standards Setting. The IDOE will manage the logistics and recruit panelists.

2.4.3.5.E. Comparability Studies

The IDOE envisions that a comparability study will be completed as each operational administration of a summative assessment concludes.

2.4.3.5.F. Rescore Study and Report

A rescoreing of open-ended and essay items for online and paper-and-pencil assessments must be completed. The Respondent must define rescore samples, perform rescore studies, and generate reports of representative samples for all operational assessments.

2.4.3.6 Cost Proposal

For purposes of planning and budget preparation, the IDOE expects the number of tests administered to vary across schools. For purposes of the Respondent's cost proposal, the Respondent should plan for and assume the quantities designated on the formatted cost sheet (fee schedule), Attachment E. The IDOE prefers a cost proposal that includes a cost structure based on the number of assessments actually administered.

2.4.4 Component 4: High School Core 40 End-of-Course Assessments

2.4.4.1 Background Information

Aligned with Indiana's Academic Standards, the Core 40 End-of-Course Assessment System is a set of end-of-course tests measuring what students know and are able to do after completing specific Core 40 courses. Established as part of Indiana's school accountability system under Public Law 221-1999 (P.L. 221), the Core 40 End-of-Course Assessments ("ECAs") are designed to ensure the quality, consistency and rigor of Core 40 courses across the state.

The Core 40 End-of-Course Assessment System (ECA) is a key component of Indiana's P-16 Plan for Improving Student Achievement and the Assessment System adopted by the ISBE and IDOE.

As part of the P-16 Plan, the State is currently working with Indiana's colleges and universities to use the End-of-Course Assessments for dual purposes: as part of the high school competency assurance and as college placement exams for seamless transition from high school to college. The State's ECA System currently includes administering End-of-Course Assessments in Algebra I, Algebra II, Biology 1, English 11, and U.S. History. This RFP is intended to address the State's longer-term needs for ECAs for all primary Core 40 courses.

2.4.4.2 History

Indiana's history with end-of-course assessments is as follows:

- Beginning with the 2003-04 school year, the Algebra 1 and English 11 assessments became operational under the state's accountability system for schools. In order for schools to be considered for the top two performance categories under P.L. 221, schools are required to participate in the Operational Administrations of the ECAs.
- In 2002, schools participated in the first ECA pilot, which included online and paper-and-pencil administration in English/language arts and paper-and-pencil testing in Algebra 1.
- In 2003, all schools with students enrolled in Algebra 1 or English 11 had the opportunity to participate in the online pilot.
- Spring 2004 marked the first operational administration of the Algebra 1 and English 11 assessments. Beginning in 2004, schools again had a choice between online or paper-and-pencil administration for the operational assessments.
- In winter 2005, Algebra 1 and English 11 were offered as operational online assessments. In spring 2005, three content areas were piloted: Algebra II and Biology 1 were online pilots, while U.S. History was a paper-and-pencil pilot. Algebra 1 and English 11 were offered as operational online or paper-and-pencil assessments.
- In winter 2006, Algebra 1 and English 11 were offered as operational online assessments. In spring 2006, Algebra II and Biology 1 were once again online pilot

tests, and U.S. History was once again a paper-and-pencil pilot test. Algebra I and English 11 were offered as operational online or paper-and-pencil assessments.

- In spring 2007, Algebra II and Biology I assessments will become operational in both online and paper-and-pencil formats. The U.S. History assessment will become operational in paper-and-pencil format. Algebra I and English 11 assessments will continue to be offered operationally in both online and paper-and-pencil formats.

2.4.4.3 Elements

As part of the Assessment System, the End-of-Course Assessments will be given in each of the basic Core 40 course areas (English, mathematics, science, and social studies). They will reflect both the rigor of the state's Academic Standards and preparation for post-secondary study in and work using such subjects. Pursuant to the dual purpose of their use, the assessments will be of such rigor as to enable institutions of higher education to use them for student placement.

The assessments will be given at the end of the course taken, whether it is during the spring or fall semester. All students taking the course will take the assessment. Students not in the course but whose other experience indicates the appropriateness of taking the assessment may do so. Where students take an Advanced Placement version of a course that has an End-of-Course Assessment, they will not have to take the End-of-Course Assessment, and the AP test result will be noted in its stead. Students will be able to bank ECA scores taken prior to high school.

The format of the assessments must enable electronic administration and scoring and provide compatibility to move to online assessments when such capacity exists. The results of the assessment will be reported to the student's parents, be part of the student's transcript, and be included in the student's learning portfolio. The results of the assessments will be used to confirm student difficulty with, proficiency in, or mastery of the subject matter of the course and thus to assist in student course selection, counseling and career planning (and, if needed, remediation) through high school.

End-of-Course Assessments will be tracked by an individual student's STN, so that the results will be both portable over geography (as the student moves from school to school or corporation to corporation) and available over time (as the student rises through grades K-12 to graduation and ultimately into post-secondary education). They will become part of each student's learning portfolio, to evidence the student's progress to proficiency in the curricular aims. ECA results will be reported by school and corporation.

Local decision will determine whether the assessment is used in whole or part to determine the student's grade in the course. Over time, student success on these assessments will be recognized and rewarded by the State.

Eventually, all students will take End-of-Course Assessments in English, mathematics, science, and social studies courses; their scores will be reported on their transcripts and

used to qualify for diploma endorsements, with the expectation that over time the results will be used in awarding Core 40 diplomas.

End-of-Course Assessments in Algebra I, English 10, and Biology I will be required of all students to meet current NCLB requirements for high school course assessments. Should NCLB requirements for assessments in high school be expanded, additional ECAs will be used for that purpose.

The State's use of the GQE will be replaced by student success in End-of-Course Assessments in Algebra I and English 10. Students will have the same right to retake these assessments if they do not pass them as currently exists under the GQE.

In appropriate courses or areas (for example, government and financial literacy), ECAs may be provided for local use to support confirmation of student proficiency in such areas.

Further ECAs may be developed over time for courses in grades 11 and 12 that have targeted use for such an assessment. They may be provided, for example, in courses relevant to career and technical education subject areas; to enable a student to demonstrate specific proficiency adequate for placement in post-secondary study; or for confirmation of ability to enter specific post-secondary work. Use of these targeted assessments will be voluntary at the local level.

Local schools, corporations, and communities will continue to own the development of their students' written expression through their high school years. Course assignments and examinations during the year, project-based learning and other locally-determined curricular contexts will provide ample opportunity for assessment of each student's thinking and writing.

2.4.4.4 Technical Requirements

Respondents must acknowledge their understanding and acceptance of the listed technical requirements. Respondents must also provide a narrative for each requirement that demonstrates its ability to meet the stated requirement.

2.4.4.4.A Current GQE

The current grade 10 ISTEP+ assessment required for graduation is commonly known as the Graduation Qualifying Exam (GQE). The GQE categorizes students as above passing or below passing separately in English/language arts and mathematics, based on their scores in relation to cut scores established by the Indiana State Board of Education. Each student's composite scores for each subject are based on items from both the selected response and constructed response components of ISTEP+.

This test is a credentialing test, by law a mandatory part of the graduation requirements and as such, subject to legal review. The current test and its successors must meet all of

the requirements of "opportunity to learn." Timelines and project plans must take into account the necessary retest opportunities, any needed "grandfathering" as a transition is made from one credentialing test to another, and all other necessary work to ensure the successful legal defensibility of a "graduation" test.

In addition to the current fall administration of ISTEP+, including the GQE, a GQE retest is administered in the spring (March) to students who have not yet met Indiana Academic Standards.

A student scoring below state standards in the fall of 2007, for example, is entitled to be retested for the first time in the fall of 2008, and during each subsequent fall and/or spring test administration. The student is retested only in the subject area in which he/she did not meet standards (i.e., if a student met standards in mathematics but did not meet standards in English/language arts, the student is retested only in English/language arts).

Students who retake the GQE in the fall are required to test on the same three days as the grade 10 students who are being administered the Graduation Qualifying Exam for the first time. All students being administered the GQE in a spring retest are required to take the test(s) during the established three-day testing window. Make-up testing for the GQE is not permitted.

Students who have left high school without a diploma are also eligible to participate in GQE testing. The successful Respondent must provide for the administration of the GQE and successors to adults, as well as to high school students.

Indiana wishes to move from using traditional achievement tests (GQE) for the high school graduation test and for NCLB accountability to the use of three specific End of Course Assessments. English 10, Algebra I and Biology would become high stakes accountability tests with English 10 and Algebra I becoming the "new" graduation test. These 3 ECAs by definition should be available when students complete the course, not at specific times once or twice a year. This need will bring additional complications to the use of these 3 ECAs as both graduation test (with the attendant retest requirements) and as an NCLB accountability test. Respondents must directly address these added complexities which may require additional forms, increased security and greater psychometric complexity than for the ECAs not a part of the NCLB and graduation requirements.

2.4.4.4.B Differentiation among ECAs

Respondents must clearly distinguish between the products, services and functions that will apply to each ECA. All the ECAs have the potential to be "high stakes" assessments, but at the outset they fall into three categories:

- a) ECAs for both graduation and NCLB – English 10 and Algebra I.
- b) ECA for NCLB – Biology I, and
- c) All other requested ECAs.

2.4.4.4.C Technical Requirements for NCLB ECAs

The following technical requirements will apply to a) and b) [ECAs for both graduation and NCLB – English 10 and Algebra I, and ECA for NCLB – Biology I]. They will not apply to c) [All other requested ECAs].

2.4.4.4.C.1 Program Manager and Project Management Team

The Respondent shall assign a Program Manager, dedicated full-time to this project, and assemble a project management team to oversee and coordinate the efforts of the contractor and all related subcontractors. The Program Manager shall serve as the primary liaison with the IDOE for all components of the project. The Program Manager must have demonstrated previous experience with managing a large, customized assessment project similar in scope and nature to the ECA assessments.

A cohesive, dedicated, skilled core team is critical to the ECA assessment project. At a minimum, this core team of key personnel shall be listed in the Respondent's proposal. Personnel commitments and identifying core team key personnel as specific individuals are a mandatory requirement for the work to be performed under this contract and subject to approval by the IDOE Division of School Assessment. The Respondent shall provide an organizational chart showing all key staff and offices assigned to work on the various aspects of the ECA assessments. Roles and responsibilities for all key staff shall be identified.

Except in the case of illness, death, or leave of absence and so long as the personnel remain partners, principals, or employees of Respondent, no re-deployment of any member of the core team as required by the work plan may be made without prior written consent of the IDOE Division of School Assessment, which shall not be withheld without good cause. Replacement of such personnel, if approved, shall be with personnel of equal or greater ability and qualifications.

2.4.4.4.C.2 Project Plans and Schedules

The Respondent shall continuously monitor the ongoing operations of the ECA assessments using a detailed project plan and schedule. The Respondent shall provide an annual updated project plan and schedule for joint use by the IDOE and the Respondent in monitoring all program activities. The IDOE desires appropriate direct real time access to the project schedule.

2.4.4.4.C.3 Status and Planning Meetings

The Respondent shall participate in weekly status meetings with the IDOE. These meetings will be conducted by telephone and/or by pre-arranged videoconferencing, Web-ex, or via other communication technology as proposed by the Respondent. The Respondent shall be responsible for providing written documentation of the weekly status meetings within 24 hours of each meeting. The Respondent shall also provide weekly

written status reports that shall include but not be limited to, reports on the status of ongoing activities, decisions made, decisions pending, activities completed, problems, and timelines for scheduled activities. Weekly status reports shall be in a format that is approved by the IDOE Division of School Assessment.

The Respondent shall participate in and support all associated costs for a minimum of six planning meetings of the IDOE and Respondent project management teams, other contractor management staff responsible for services provided to the IDOE, and representatives of the Respondent's senior management team, as necessary. Three two-day meetings will be held at the Respondent's site and three two-day meetings will be held in the State of Indiana at a site convenient to the IDOE staff (a total of 12 meeting days). The Respondent shall be responsible for all costs associated with these meetings. The IDOE staff attending the meetings will include the assistant superintendent, the assessment director, and up to four education associates. During the initial "start-up" phase of this project there may be a need for additional meetings; these will be at the Respondent's expense with dates, times and locations to be mutually agreed upon by the Project Manager and the Director of School Assessment. The Respondent shall submit the meeting notes to the IDOE within five (5) working days of each meeting for final review and approval.

2.4.4.4.C.4 Involvement of Committees

The development of the ECA assessments to which the NCLB applies will involve several Indiana Committees, the IDOE, and the successful Respondent. Each of these committees has the mandate to use the Indiana Standards as the foundation of their work. To that end, it is not enough for them merely to *align* their work on the ECA assessments with the Indiana Standards; the ECA assessments must *measure* performance against the Indiana Standards.

The Respondent shall propose a process whereby all items for potential use on the ECA assessments are reviewed and approved by the IDOE. The details of this process shall be finalized in collaboration between the successful Respondent and the IDOE.

All items to be used on the ECA assessments must be reviewed for alignment to Indiana Standards. The items must also be reviewed for fairness or bias to ensure that the ECA assessments provide equitable measures for students with alternative cultural and ethnic backgrounds and diverse learning styles.

These groups have already been established within the State of Indiana and their membership will be maintained or modified under the direction of the IDOE.

2.4.4.4.C.5 Test Content and Item Format

The ISTEP+ Info Center provides web links to sample and released items and scoring rubrics. Standards and other content-related information can be found at the Academic Standards site. These documents provide an indication of the types of skills and

knowledge to be addressed within each content area for each grade level. Details of specifically what will be included in the ECA assessments will be jointly determined by the successful Respondent and the IDOE. Items will be a mix of multiple choice and constructed response, including short answer, extended response, and essay. The essential feature of all items included on the ECA assessments is alignment to Indiana Standards and the measurement of performance relative to the Standards/Indicators.

The Respondent is required to develop test items that align with Indiana's Academic Content Standards. There may be some Standards that will not be assessed through the ECA assessments. These will be determined by the IDOE based on any needed modification of the current test blueprint. Annually, the existing item pool will be reviewed and the Respondent and the IDOE will agree to the proposed item development and piloting plan for the next testing year. The IDOE expects to receive high quality items with little need for revision and the IDOE reserves the right to reject at no cost any and all items that it deems as poor quality or not aligned to the Standards/Indicators. Furthermore, scoring rubrics that are of poor quality will also be rejected. The Respondent is responsible for ensuring that all items are carefully written, edited and proofed before being submitted to the IDOE for review.

The Respondent shall submit with this RFP a chart indicating the number of items to be developed by Standard/Indicator for each subject (English/language arts, mathematics, science, and social studies) at each grade level. This chart will be subject to approval by the IDOE. The IDOE content personnel, along with the item review committees, will provide the Respondent with feedback regarding the match between test items that are developed and the Standards/Indicators.

Beyond the contract period, the IDOE must be able to ensure the continuity of the Assessment system and efficiently move hard and electronic copies of the item banks from one Respondent to another. The Respondent shall propose how this need may be met, including supporting rationale and costs.

The Respondent shall also propose a strategy for allowing the IDOE to continue using Respondent-developed assessment items and the resulting data beyond the scope of any contract that results from this RFP. Royalty fees and other associated costs should be indicated in the proposal.

2.4.4.4.C.6 Development of Rubrics for Constructed Response Items

The development of rubrics for constructed response, both short answer and extended response items, will be the responsibility of the Respondent. All rubrics must be submitted along with the items to the IDOE for approval.

The Respondent shall propose a strategy for incorporating their expertise into the rubric development process and shall propose a strategy for using the rubrics to select anchor papers to assist Indiana educators in local scoring of constructed response items.

The student's responses on the short answer or extended response items will be scored using the rubrics created for each item.

2.4.4.4.C.7 Item Development

The IDOE requires the Respondent to propose a detailed plan for item development. The item development plan shall include:

- Source of items;
- Criteria that will be used to judge content validity and the technical quality of the items;
- Criteria that will be used to develop test items across a wide range of depth of knowledge levels;
- Criteria that will be used to judge the item quality; and
- Procedures for ensuring that the above criteria will be used consistently throughout the item development process.

It is expected that some of the items will be rejected in the process of the item reviews. Therefore, the number of items needed for the system refers to the number of items remaining after all item reviews have occurred.

At each grade level and in each content area, at least 35% of the overall items shall be short answer or extended response items.

2.4.4.4.C.8 Item Analysis

The Respondent shall be responsible for providing appropriate item statistics and item analyses once an item has been piloted. Respondents are encouraged to propose analyses based on their experience and emerging statistical theory. The IDOE reserves the right to require the Respondent to remove and replace any item with poor data.

2.4.4.4.C.9 Reporting

Reporting fully, accurately, and in a timely manner is critical for any assessment program. ISTEP+ currently produces a full range of traditional printed reports and labels at the student, classroom, school, and corporation level and supplies each corporation (and each charter and non-public school) with an electronic copy of their data.

Respondents are invited to propose alternative reporting formats and methodologies that they believe would represent improvements. Specifically, Respondents are invited to propose reporting solutions that are not confined to paper reports, but rely on the Internet and vehicles other than paper reports to convey information about student achievement

and school performance. Any such solution must maintain strict security and fully protect the individual rights of all students. In proposing possible alternative approaches to reporting, Respondents should be familiar with and should consider approaches that facilitate implementation of both the Indiana and federal accountability programs.

2.4.4.4.C.10 Pilot Testing.

All items used in ISTEP+ are currently pilot-tested, in stand alone forms, at the same time that ISTEP+ is administered. No items will be used in ISTEP+ tests without being piloted in Indiana and without having met acceptable standards of reliability and validity. All pilot samples must be statistically representative of Indiana students. Respondents must describe in detail the processes and procedures they recommend for pilot-testing all assessment items, explicitly relating their proposals to the new testing requirements discussed in this RFP for the administration of assessments.

Respondents are invited to make their best proposal for administering pilot items in a manner that assures the reliability and validity of all items to be used in assessments, while minimizing to the extent possible the time required to pilot-test items.

2.4.4.4.C.11 Technical Analysis

Respondents must ensure the reliability and validity of individual student scores. The technical analyses conducted by the Respondent for the ECA assessment must meet nationally recognized professional and technical standards, as established by the Standards for Educational and Psychological Testing, published jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education. All technical analyses and reports provided by the Respondent shall include appropriate cross-references to the relevant joint standards.

The Respondent shall include a section in the proposal showing evidence of experience identifying technical issues/problems and the subsequent solutions. This may include such things as scaling, equating, test construction, scoring drifts, etc.

2.4.4.4.C.12 Scaling and Equating

For all elements of the ECA assessment, the Respondent shall be responsible for proposing psychometric methods for scaling, equating, and linking test forms for each content area. Total test scores shall be equated and raw scores converted to scale scores. The Respondent must provide detail about the scale development that will be done for the ECA assessment in the first year of operational administration and must provide rationales for the use of each of the scales, along with various psychometric issues and proposed solutions.

The Respondent shall propose a detailed plan for building the necessary links for equating from form to form, specify procedures for estimating equating error across years, and propose a system for checking on scale drift. The proposed equating

methodology shall be clearly described in the Respondent's proposal. The Respondent is encouraged to propose alternative equating designs and time lines for establishing equated test forms. For each equating design proposed, the Respondent will provide advantages and disadvantages and make a recommendation for the use of one equating design over the other(s).

2.4.4.4.C.13 Validity

The Respondent shall be responsible for establishing and documenting evidence of the validity of test scores from the ECA assessment, which will be used as part of a school and corporation accountability system. Evidence of validity shall include, but not necessarily be limited to, the following:

- a. Evidence that subject matter experts have determined that items and test forms represent an adequate sample of the content frameworks;
- b. Documentation of the rationale for the relative emphasis assigned to particular standards or indicators;
- c. Evidence that test item formats measure the intended content rather than some other construct;
- d. Evidence of the interrelationship among "standard" scores;
- e. Evidence that items were chosen on the basis of the test blueprint; and
- f. Evidence that alternate forms of each test cover the same content.

2.4.4.4.C.14 Reliability

The Respondent will be responsible for establishing and documenting evidence of the reliability of test scores and scoring of hand-scorable items, including rater reliability. The assessments at all grade levels shall be developed so that evidence may be provided that scores are sufficiently valid and reliable at student levels for use in high-stakes decisions. Evidence of test score reliability shall include, but not necessarily be limited to, inter-rater reliability, internal consistency of total scores and sub-scores, decision consistency, and standard error of measurement. Because of the focus on achievement levels, the most important evidence of reliability will be decision consistency information.

The Respondent shall provide a plan for demonstrating evidence of score and scoring reliability for all hand-scorable item types. The Respondent shall provide evidence of consistency between raters.

The Respondent shall propose a detailed plan for how it expects to complete all work associated with this task, including descriptions of designs of reliability studies, plans for conducting proposed studies, timelines, analyses to be conducted, statistics and reports to be provided, and the supporting rationale for the proposed design(s). This plan and associated work will be subject to negotiation and approval by the IDOE and/or the Testing Advisory Committee/Expert Panel.

The Respondent must assist the IDOE with compiling additional evidence for subsequent peer reviews of any component of the ECA assessment, as necessary, in

compliance with federal requirements.

2.4.4.4.C.15 Equating Studies

The Respondent shall be responsible for conducting equating from form to form for all content areas. ISTEP+ is currently post-equated but Respondents are free to propose and defend what they believe is the most efficient and defensible equating methodology. The Respondent shall be responsible for the costs of an independent quality assurance check of the equating done for each administration of the ECA assessment prior to the reporting of student results.

2.4.4.4.C.16 Standard Setting

Under the supervision of the IDOE, the Respondent shall design and conduct standard setting studies, as appropriate and necessary, during the transition from ISTEP+ to the new ECA assessments. The Respondent shall be responsible for all costs of materials and staff support necessary to conduct the studies, complete appropriate analyses, and document the results in a comprehensive report.

2.4.4.4.C.17 Alignment Studies

Under the supervision of the IDOE, the Respondent shall conduct alignment studies, as appropriate and necessary, after the transition from ISTEP+ to spring ECA assessments. Alignment studies will be conducted for all content areas in all grade levels assessed. The Respondent shall be responsible for all costs of materials and staff support necessary to conduct such studies, complete appropriate analyses, and document the results in a comprehensive report. The IDOE may specify independent consultants to be used as independent facilitators for the alignment studies. The studies will be conducted at a convenient, central location in Indiana and will include Indiana educators as the panel members.

2.4.4.4.C.18 Technical Reports

The Respondent shall prepare a technical report after each year's administration. The report should include statistical characteristics of assessment instruments (e.g., validity, reliability); design and results of scaling, linking, and standard setting; interpretations of assessment results; and other information as requested. The final report will be subject to approval by the IDOE.

2.4.4.4.C.19 Comparability Studies

At any time should any portion of the summative assessments be administered in more than one mode, it will be the responsibility of the Respondent to conduct and report a full comparability study. Such a study must determine the impact (if any) of different modes of administration and recommend to the IDOE any adjustments to scaling and/or equating that may be required.

2.4.4.4.C.20 Respondent Burden and Opportunity

It is the burden of the Respondent to demonstrate whether and how its products and services meet NCLB and other legal requirements. The Respondent may utilize proof from other states and other sources, or other means, including working with IDOE, to meet this burden.

2.4.4.5 Technical Proposal

The IDOE seeks proposals from Respondents regarding the development (including item development and content review), administration (online and paper-and-pencil), standard setting, scoring, research and review (comparability studies, rescore study) and collateral activities (online scheduling and registration, communication and reporting) of ECAs in the following Core 40 courses:

- Algebra I and II, Geometry, Pre-Calculus/Trigonometry, Discrete Mathematics, and Probability & Statistics;
- Biology I, Chemistry I, Physics I, and Integrated Chemistry and Physics;
- English 9, 10, 11 and 12;
- U.S. History, U.S. Government, Economics, and World History and Civilization.

Continued development and use of paper-and-pencil tests for some schools is a practical necessity, but this RFP seeks proposals for the online format in all ECAs.

The IDOE anticipates entering into a multi-year agreement with the Respondent for ECAs beginning July 1, 2008, with the option to extend for additional multi-year periods.

The IDOE requires Respondents to propose a detailed work plan that accomplishes the stated objectives. Refining this work plan with the IDOE will be an obligation of the successful Respondent, and the revised work plan will be incorporated into the final contract documents with the Respondent.

The work plan should permit the Respondent to conduct the necessary preliminary activities involved in preparation for the ECAs. The IDOE seeks a workable long-term approach to ECAs consistent with the overall assessment system parameters in the Plan. The IDOE has provided some specificity about its needs, but Respondents are welcome to make suggestions and suggest alternative strategies or approaches (including those already in use elsewhere) that could lead to a more effective and efficient assessment process.

The Respondent must identify whether and, if so, how its ECAs correlate to national and international standards and other indicators of student performance and whether schools and the IDOE will be able to utilize the results of the ECAs to benchmark student results in that context.

The Respondent should assume both that schools will have independent authority and means to assess student writing and that the IDOE will recognize ECAs that assess clarity of thought, writing and communication as part of the assessment.

The Respondent must demonstrate how its ECAs will:

- Be valid and reliable;
- Reflect and align to Indiana's Standards;
- Serve as part of the student's transcript;
- Enable faculty and schools to monitor individual and collective student results longitudinally (for both the students and for the courses) and evaluate and adjust instruction to improve student achievement;
- Predict to success in both preparation for higher education and for career and technical pursuits;
- Give individual teachers feedback that is performance-based and may be used to guide student progress;
- Enable the results of ECAs to be included in individual student learning portfolios and in longitudinal studies of student performance within schools and across the state.

While not an absolute requirement, the IDOE will consider favorably a program of ECAs that also enables teachers to have access to mid-course assessments, curricular suggestions and other tools to aid teachers in creating and maintaining rigor, quality, consistency and student focus in courses with ECAs; supports research and evaluation that can inform professional development and development of instruction; and, when combined with course grades and other student information, can inform counseling during the student's secondary years and admission, placement and other decisions in post-secondary education and employment as part of the student's transcript.

2.4.4.5.A. Operational Administration of Core 40 End-of-Course Assessments

End-of-Course Assessment items that have not already been written and pilot-tested and operationally deployed must be. The IDOE requires the Respondent to provide all additional services necessary to administer these tests in a production or operational environment.

General

The IDOE expects that tests will have multiple-choice and open-ended item types. For purposes of planning and budget preparation, the Respondent should assume that the ECAs will involve 70-80% multiple-choice items and 20-30% open-ended items.

The ECAs administered by the Respondent must be available to all students, and the Respondent must propose a plan for appropriate accommodations to all students.

Although both testing formats will be available to schools during the first multi-year agreement, schools will be required to select either the online format or the paper-and-

pencil format for each content area. The Respondent will be responsible for the collection and organization of this information.

The IDOE places great importance on test confidentiality, integrity and security. The Respondent must propose specific security measures considered appropriate for operational administration of the ECAs.

The state's schools utilize a variety of different academic schedules, including trimesters, block scheduling, and a few other variations. The Respondent's plan must accommodate these alternative schedules, allowing for on-demand testing or a minimum of 3 testing windows throughout the school year.

The Respondent must assume access to and use of existing ECA forms, item banks and related material where they have been developed in previous pilot and operational tests. These materials are the sole property of the State of Indiana, and the Respondent will be granted appropriate license and access to these materials. The Respondent must include a plan for transition of items, test forms, and student responses. All new materials developed as a result of this RFP will be the sole property of the State of Indiana. Where the Respondent proposes to utilize forms, item banks or other materials developed elsewhere, the Respondent must grant appropriate and perpetual license and access to such materials.

Online Administration

The Respondent must be responsible for all operational and support tasks associated with administering the online tests of the ECAs, including:

- a. Design and development of the annual test administration cycle and schedule;
- b. Development and publication of web and print instructions, manuals, and other communications to schools, including web trainings and online tutorials;
- c. Publication of tests and scoring guides;
- d. Development of an online scheduling system for schools to select test windows and delivery formats that will include both testing formats;
- e. Design a mandatory program to assess the technology capabilities of schools and respond to various operating systems and browsers;
- f. Development of practice tests (an online set of items that allow students to become familiar with online testing and any tools needed by students) and general test preparation materials (including an item sampler that provides examples of the item types with content that students will see on the test);
- g. Scoring/grading of completed online tests (the fee schedule allows for pricing of human scoring or artificial intelligence scoring of open-ended items);
- h. Development of anchor sets and training sets for open-ended items and essays from the online and paper-and-pencil pilot pools;
- i. Development of plans for providing accommodations;
- j. Provide appropriate security arrangements for test content and test administration;
- k. Preparation and distribution of online reports for both testing formats to teachers, school officials, corporation officials, and the IDOE, with appropriate security

arrangements to safeguard access to reports; the Respondent will need to incorporate the cut scores into these reports;

- I. Development of promotional materials for use with high schools;
- m. Distribution of electronic communication necessary for registration, testing, reporting, and general dissemination of ECA information;
- n. Development of a plan for rescoreing essays in cases where schools and the Respondent disagree;
- o. Provision of a technical report that includes information regarding administration, psychometrics, and summary data for ECAs.

Online field-testing of Algebra I, Algebra II, Biology I, and English 11 items must occur to allow for secure item rotation in Spring 2008. The Respondent should assume and plan for new and secure item rotation and testing in each successive year's administration of the Algebra I, English 11, Algebra II, and Biology I tests (as further described in Objective C). The Respondent should provide a separate report and analysis to the IDOE on new items introduced in each test administration; this report should include item data analysis and any recommendations for improvement of the items.

The Respondent must deliver to the IDOE aggregate score reports and incorporate the cut scores into student, classroom, school, corporation and state-level reports of operational test results. The Respondent must deliver a system in which all score reports, both online and paper-and-pencil, are delivered in one format to schools, such that scores are compiled and shared with schools in the same manner, regardless of the testing format selected. The IDOE prefers an online system that generates printer-friendly reports at the student, classroom, school, corporation and state levels.

All functions of the online system must be platform, operating system, and browser independent. All functions of the online system must work in recent versions of Netscape Navigator, Internet Explorer, Firefox, Mozilla, Safari, and Linux, or the Respondent must present an alternate plan to address the various platforms, operating systems, and browsers used by schools in a secure testing environment.

The Respondent must design and implement a Scoring Reliability (auditing) system for the scoring of open-ended and essay items and budget for a reliability system that includes a representative sample of student responses.

Paper-and-Pencil Administration

1. The tests administered by the Respondent must be available to all students, and the Respondent must propose a plan for appropriate accommodations to all students. Therefore, a large print version of the test will be necessary as well as the possibility of a Braille version.
2. The IDOE requests proposals from the Respondent for scoring of the paper-and-pencil tests, including the open-ended and essay items. The Respondent must make provisions for the scoring of the paper-and-pencil-based tests by schools or human

scoring the open-ended items. The Respondent must score all multiple-choice items and consolidate the school-scored open-ended and essay items. In addition to providing scoring guides, this will require that schools be able to submit exam results directly to the Respondent for purposes of consolidated score reporting at the student, school, corporation and state levels. The Respondent must propose a system for scorer training at the school level, including the administration and scoring of tests, particularly for those tests that contain open-ended or essay items.

3. The Respondent must design and implement a Scoring Reliability (auditing) system for the scoring of open-ended and essay items, and budget for a reliability system that includes a representative sample of student responses.
4. The Respondent will be responsible for all operational and support tasks associated with administering the paper-and-pencil tests of the ECAs, including:
 - a. Design and development of the annual test administration cycle and schedule;
 - b. Development and publication of web and print instructions, manuals, and other communications to schools, including web trainings and online tutorials;
 - c. Publication of tests and scoring guides;
 - d. Development of an online scheduling system for schools to select test windows and delivery formats;
 - e. Development and execution of a plan for the ordering, delivery, and pick-up of paper-and-pencil tests and materials;
 - f. Development and publication of practice tests and general test preparation tools;
 - g. Scoring/grading of the completed multiple-choice student answer documents, which will also include open-ended questions or essay scores provided by schools, as well as a scoring reliability check (audit) of teacher-scored tests if not human-scored by the Respondent;
 - h. Development of plans for providing accommodations;
 - i. Provide appropriate security arrangements for test content and test administration;
 - j. Preparation and distribution of online reports to teachers, school officials, corporation officials and the IDOE, with appropriate security arrangements to safeguard access to reports; the Respondent will need to incorporate the cut scores into these reports;
 - k. Development of promotional materials (electronic and paper) for use with high schools;
 - l. Development of training materials for paper-and-pencil scoring of open-ended and essay items.
5. The Respondent must assume and plan for new item rotation and testing in each successive year's administration of each ECA. The Respondent must provide a separate report to the IDOE on new items introduced in each test administration; this report must include item data analysis and recommendations, if any, for improvement of the items.
6. The Respondent must deliver to the IDOE aggregate score reports and incorporate the cut scores into student, classroom, school, corporation and state-level reports of operational test results. The Respondent must deliver a system in which all score

reports, both online and paper-and-pencil, are delivered in one format to schools, such that scores are compiled and shared with schools in the same manner, regardless of the testing format selected. The IDOE prefers an online system that generates printer-friendly reports at the student, classroom, school, corporation and state levels.

Operational Performance Standards for Acceptable Administration

All Testing

- Aggregate school or class performance must be reported within 24 hours of the completion of the assessment period requested by the school.
- Aggregate state-level reporting to the IDOE must be reported by June 30 for each academic year.

Computer-Based Testing

- Students using online testing arrangements must achieve response times meeting current industry standards.
- School officials must receive student test results within 24 hours of test completion.

Paper-and-Pencil Testing

- Students using paper-and-pencil tests must receive score reports within 7 calendar days, starting from receipt of the test by the Respondent.

2.4.4.5.B. Online Scheduling and Registration, Communication, and Reporting System

The Respondent must provide a system in which:

1. Corporations can complete online registration for online and paper-and-pencil assessments.
2. The IDOE will have a delivery method for necessary electronic and paper communications with corporation and school officials for online and paper-and-pencil tests, separately and combined.
3. An online reporting system for student, school, corporation and state-level data, as described in Section A, is available for schools, corporations and the State.
4. A consolidated help desk will exist to assist corporations with all facets of technology issues related to online testing, registration, and reporting, as well as paper-and-pencil logistical issues.

2.4.4.5.C. Item Development and Content Review

New items will need to be developed for new operational assessments. Additional items will need to be developed periodically. Examples of item types that are desirable in layout and format for online and paper-and-pencil items can be found at: <http://doe.state.in.us/core40/>. Exact quantities and nature of items appropriate to each ECA – multiple-choice, open-ended, essay, numeric response and equation/expression, graphing, constructed response or other – will be determined by the IDOE.

The Respondent will be responsible for conducting passage reviews, content reviews and sensitivity/bias reviews, including setting up meetings and facilitating the reviews for new ECAs.

Test form construction will be based on item analysis. The IDOE anticipates additional test forms may be constructed based on field-testing of new items.

2.4.4.5.D. Standards (Cut Score) Setting

The IDOE expects that Standards (cut score) Setting will occur for each ECA. The Respondent must provide the structure, agenda, support, and materials for the Standards Setting. The IDOE will manage the logistics and recruit panelists.

2.4.4.5.E. Comparability Studies

The IDOE envisions that a comparability study will be completed as each operational administration of an ECA concludes.

2.4.4.5.F. Rescore Study and Report

A rescore of open-ended and essay items for online and paper-and-pencil assessments must be completed. The Respondent must define rescore samples, perform rescore studies, and generate reports of representative samples for all operational assessments.

2.4.4.6 Cost Proposal

For purposes of planning and budget preparation, the IDOE expects the number of tests administered to vary across schools. For purposes of the Respondent's cost proposal, the Respondent should plan for and assume the quantities designated on the formatted cost sheet (fee schedule), Attachment E. The IDOE prefers a cost proposal that includes a cost structure based on the number of assessments actually administered.

2.4.5 Component 5: Post-Secondary Preparation Assessments

2.4.5.1 Background Information

Indiana currently has no end-of-high-school post-secondary preparation assessment. The State currently requires students to take the GQE during the 10th grade.

2.4.5.2 History

Indiana has not offered or required students to take a post-secondary preparation assessment. Indiana has provided funds for schools to offer students the opportunity to take tests to gauge their readiness for post-secondary assessments.

2.4.5.3 Elements

Students' K-12 education should prepare them for success in post-secondary education and work. The post-secondary preparation assessment is intended to be a guide for students, parents, teachers, schools and communities in determining whether each student individually, and a school's and community's students collectively, are prepared for that success. It is not intended to be a graduation requirement test as such; rather, it is a gauge for students as they approach graduation to determine their readiness and preparation for success in post-secondary endeavors.

All students will take the assessment. The assessment will be offered to sophomore students as a means to inform them and their parents of their learning status vis-à-vis' expectations for success post-high school and to establish a context for academic counseling and education and career planning. The assessment will be available to juniors and required of all seniors, unless they have achieved a result on the assessment in an earlier year that is adequate to define and maximize post-secondary opportunities.

The assessment will confirm student preparation for success in post-secondary activity, whether that is further study or work. For students who have an interest in post-secondary education, the assessment will measure preparation for success there. For students who have an interest in technical education, the assessment either will be calibrated to also gauge readiness for such work, or a different assessment, more compatible with technical education, will be offered as a second part of the student's assessment.

The assessment will be tracked by an individual student's STN, so that the results are both portable over geography (as the student moves from school to school or corporation to corporation) and available over time (as the student rises through grades K-12 to graduation and ultimately into post-secondary education). The assessment will become part of each student's learning portfolio, which will evidence the student's progress to proficiency in the curricular aims. The assessment results will be reported by school and corporation.

- The assessment will supplement and not replace the other requirements for a high school diploma. The assessment (along with appropriate end-of-course assessments) will replace the GQE.

The assessment will be useful to decisions made by students and their families and for counseling and decisions concerning post-secondary directions and aspirations. It will be of such a rigor and nature as to be portable across not only post-secondary opportunities in Indiana but also those elsewhere in the country. The assessment will be useful to decision-making by post-secondary institutions of higher education and employers. It will inform their decisions to admit and place students or to hire and place employees.

2.4.5.4 Technical Requirements

Respondents must acknowledge their understanding and acceptance of the listed technical requirements. Respondents must also provide a narrative for each requirement that demonstrates its ability to meet the stated requirement.

Indiana is looking to "offer" an existing instrument or instruments to assist students (and parents) in planning for the next phase of their education. Respondents must be specific about the intended use and audience for proposed assessments.

2.4.5.4.A Demonstrated Acceptance in the "Marketplace"

Respondents must demonstrate that the assessment is, in fact, accepted and used for the purposes by the various institutions that it is targeted to serve.

2.4.5.4.B Reliability and Validity for Intended Purpose

Respondents must offer evidence of the reliability, validity and predictive validity of any assessment for the represented purpose(s).

2.4.5.5 Technical Proposal

The IDOE seeks Respondents of assessments that predict student performance in their post-secondary educational endeavors as a means to provide students, parents, teachers, counselors and schools with information as to student preparation for success in higher education and employment.

Results of such assessments will guide students in course selection, consideration of post-secondary options and other personal planning; it will assist teachers, counselors and schools in targeting areas for specific student development, specialized work, acceleration or remediation.

Results of the assessments may be used by institutions of post-secondary education in making admission and/or placement decisions. In addition, the IDOE seeks proposals for assessments that enable national (and, if feasible, international) comparative performance

data; that support diagnostic evaluation of student readiness for post-secondary education and careers; and that enable students, parents and schools to inform the student's individual planning and preparation for graduation and post-graduation pursuits.

General

1. Respondents should assume students in the 11th grade and 12th grade will take the assessment. Students in the 10th grade may take it as well, if the assessment is deemed useful to the determination of course selection or other decisions by the student at that time. Students in the 12th grade may elect not to take the assessment if they have previously done so and the results are adequately informative.
2. Respondents may demonstrate whether the assessment offered may be utilized in grades lower than 11th grade and, if so, under what circumstances and to what purposes.
3. Respondents should specify for cost purposes whether they are prepared to offer the IDOE per student, per grade or other pricing.
4. If the Respondent wishes, it shall clearly mark all information identified concerning the assessment that it desires to be maintained confidential as *secure - not for distribution* and also identify a listing of such information in a separate document provided to the IDOE. Pricing is not confidential.

Assessment Dimensions

1. The Respondent should describe its assessment administration procedures and its means and methods for ensuring appropriate administration of the assessment.
2. The Respondent must demonstrate how the assessment utilized will measure student knowledge, skills and abilities consistent with success in post-secondary education and employment, including:
 - a. How individual performance as assessed correlates to knowledge, skills and abilities considered necessary for success in post-secondary education and employment;
 - b. How the assessment and its results will inform students, parents and schools of academic or related needs that the student should address prior to graduation or be aware of as the student matriculates to post-secondary education or employment;
 - c. How the assessment aligns with Indiana's Academic Standards;
 - d. How the assessment aligns with admission, entrance and placement standards in post-secondary education;
 - e. Whether the assessment (or a separate assessment) includes one or more components that measure a student's aptitude and preparation for specific careers;
 - f. How the assessment is appropriate for use with students in Indiana;
 - g. How the assessment accommodates students who need them;
 - h. Whether the Respondent will use a single assessment or multiple assessments in

addressing the diversity of post-secondary goals among students; any proposal including multiple assessments must specify and explain each individual assessment's specific use, targeted student population, validity and reliability against that use, score reporting and use, and administration; the Respondent also must explain how materials will be distributed, the assessment administered, results compiled, and results reported for the individual assessments and, if appropriate, collectively.

3. The Respondent must identify whether and, if so, how the assessment will address the student's abilities in writing.
4. The Respondent should identify and provide any technical manuals or other documentation relevant to its proposal, including at least a general description by content areas of the technical properties of the underlying scales of the assessment; the assessment's scaling procedures; the number and nature of items per content or sub-content area; and those areas in which scores are available and the numbers of items on which scores are based.
5. The Respondent must identify in general the design and content of the assessment, its usefulness in considerations of instruction and professional development, and whether and, if so, how its content areas are linked to and influenced by the requirements for success in post-secondary education and employment, specific institutional or general predictors of such success, and any current developments in national or international content, frameworks, standards or other means to determine student preparation for post-secondary success.
6. The Respondent must describe generally whether and, if so, how it has accomplished item development and bias review for the assessment, including race, gender, ethnicity, language or other potential impacts on results.

Administration

1. The Respondent must propose a plan for the statewide administration of the assessment. The plan must address the possibility of multiple grade levels (including at a minimum 11th and 12th) taking the assessment.
2. In administering the assessment, the Respondent must provide sufficient materials or other means to administer, score and report the results of the assessment.
3. The Respondent shall demonstrate how it will insure that the assessment as administered in Indiana, in each year and over time, will be managed in such a way as not to compromise the content of the specific items on the assessment, including identifying the security measures used.
4. The Respondent must demonstrate how it will report results of the assessment, including at a minimum by student (including use of the student's STN) and school.

Such reporting must enable linkage to the other data systems managed by the IDOE and enable inclusion technologically into the student's learning portfolio.

5. The Respondent must maintain and provide to the IDOE information that confirms when each student in a grade has taken the assessment.
6. The Respondent should indicate the manner and means of administration of the assessment, for example, whether it will be administered online, in paper-and-pencil format, or otherwise. The Respondent will be responsible for managing the logistics, materials and other processes of such administration. The Respondent will specify, subject to concurrence by the IDOE, the time frames for administration of the assessment. The IDOE may assist the Respondent, for example by facilitating communication with the schools, but it shall be the Respondent's responsibility to arrange for the logistics of the administration of the assessments. Individual schools must cooperate with and may not charge the Respondent for use of school space and available resources, but the schools may not be required to add additional personnel or resources for administration of the assessments. If schools lack sufficient space or other logistics, the Respondent may work with schools to arrange off-site administration.
7. Because the results data will publicly released at the school and corporation level, the Respondent should address how national reference information including Indiana or against which Indiana is evaluated may be impacted by use of this assessment and should discuss the stability of comparative data during the time the assessment and its results may be used. As part of this, the Respondent should address how the proposed instruments or similar instruments are or will be used in other states. The IDOE will not consider such use a negative.

Results and Reporting System

1. The Respondent must identify its turn-around time from the time the student takes the assessment(s) until results are available.
2. The Respondent must identify its methods and timing of reporting and demonstrate that such timing and methods match the objectives of the post-secondary preparation assessment contemplated by this RFP. At a minimum, the Respondent must distribute score reports on the schedule agreed to by the IDOE and must generate score reports and analyses for each student and the student's parents and score reports (and analyses as suggested by the Respondent in its response) for students, schools, corporations, communities or other segments of the overall student population. All such reports must tie into the student's STN and enable inclusion of the results and analyses in the student's learning portfolio. The Respondent must identify and provide samples of the reports it will issue to students, parents, schools and corporations and reports that it will create, if asked, concerning other demographics (e.g., communities, regions, and the state). The Respondent will identify each and all items of the reports that will provide normative or comparative reports on a national and/or international basis. The Respondent must include in its reports a clear one-

page summary report and a companion clear one page guide to understanding the results of the report suitable for use by community leaders, corporations, schools, teachers, counselors and with students and their parents.

3. The Respondent should identify its capabilities to report disaggregated and trend data at the school, corporation and state levels.
4. The Respondent must identify and describe in detail the nature of reports that it will generate concerning student performance on the assessment, including standard and optional reports. The Respondent also must identify and describe in detail the different data sorts that it will provide the IDOE, corporations and schools concerning students who take the assessment and their results.
5. The Respondent must submit to the IDOE a complete data file containing the results of the assessment at the same time that it issues the reports. The data file must contain all specified information on each student from the assessment(s). This shall include, but not be limited to, student identification information that enables automated, accurate matching to each student's assessment results and accompanying data to the IDOE's student database, utilizing the student's STN. The Respondent must transmit the file electronically and securely in a format satisfactory to the IDOE and consistent with the IDOE technology environment.
6. The Respondent should discuss whether it provides any information in addition to basic reporting relevant to consideration of classroom instruction, professional development, or curricular or other improvement; how such information could be presented and used; and how it could help teachers, schools and others effectively and efficiently use the basic and any supplemental information for these purposes.

2.4.5.6 Cost Proposal

For purposes of planning and budget preparation, the IDOE expects the number of tests administered to vary across schools. For purposes of the Respondent's cost proposal, the Respondent should plan for and assume the quantities designated on the formatted cost sheet (fee schedule), Attachment E. The IDOE prefers a cost proposal that includes a cost structure based on the number of assessments actually administered.

2.4.6 Component 6: Student Learning Portfolio

2.4.6.1 Background

As part of their consideration of the Plan, the IDOE and the State Board identified the value – to the student, his or her parents, teachers and academic/career counselors – of a process to develop individual student learning portfolios throughout the K-12 years. The portfolios would include, but not be limited to, the diagnostic and summative assessment results accumulated by the student through the years. And, depending on the student's non-assessment work during K-12 years, the portfolio could evidence a variety of other aspects of the student's strengths and interests – writing, creative work, scientific work, career and technical work, etc. – all relevant to her or his future decisions. In particular, the portfolio would have potential value as the student begins to consider post-secondary options during the high school years. The Plan contemplates exploration of such a student learning portfolio.

2.4.6.2 History

Some Indiana schools have utilized a variety of approaches to student learning portfolios over the years, but such efforts have been individual, isolated and sporadic, and the State has not provided a common vehicle to support such possibilities across all corporations.

2.4.6.3 Elements

The student learning portfolio system should provide an architecture that electronically retains and documents each individual student's assessment results, courses, grades, work products, planning and other elements that will assist the student in learning, assist the student's teachers and counselors in instruction and guidance over his or her K-12 educational career, and be available to the student in pursuit of post-secondary learning and career opportunities.

2.4.6.4 Requested Services

The IDOE solicits Respondent proposals for the electronic student learning portfolio.

2.4.6.5 Cost Proposal

For purposes of planning and budget preparation, the IDOE expects the number of tests administered to vary across schools. For purposes of the Respondent's cost proposal, the Respondent should plan for and assume the public school student quantities (listed below). The IDOE prefers Respondents submit a cost proposal that details all costs and variables associated with the electronic student learning portfolio by Indiana fiscal year.

2.5 COST PROPOSAL

IDOA requests the pricing associated with this RFP be a firm proposal price that must remain open and in effect for a period of not less than 180 days from the proposal due date. Respondents must provide separate cost proposals for each component contained in the Respondent's proposal. The following elements are common to all components:

Discounts for multi-component award: The State will evaluate favorably those Respondents who propose a discounted cost proposal for being awarded more than one component. Respondents should clearly indicate that they are not willing to offer a discount, or provide details into the discount structure and application of such discounts. Respondents should provide an example that illustrates the application of the offered discount structure.

Performance Holdbacks: The State will evaluate favorably those Respondents who propose performance holdbacks. Essentially, the State would only pay the Respondent for a percentage of the contractual fee. The remaining percentage would be paid once both parties agree that the Respondent succeeded in meeting pre-defined, objective, measurable goals. Respondents should clearly indicate that they are not willing to offer a performance holdback, or provide details into the objective and measurable goal(s) to be obtained and any other suggested details. Respondents must clearly indicate to which component the performance holdback applies.

Respondents must provide prices for each Indiana Fiscal year (July 1 to June 30). In addition, prices must be provided separately for each component. Respondents must use Attachment E for the cost proposal and maintain the structure and format of that document. The only exception to this requirement is Component 6, Respondent Cost Proposal.

2.6 INDIANA ECONOMIC IMPACT

All companies desiring to do business with state agencies must complete an "Indiana Economic Impact" form (Attachment D). The collection and recognition of the information collected with the Indiana Economic Impact form solicits information concerning the economic impact a project will have on Indiana and its residents regardless of where a business is located. The collection of this information does not restrict any company or firm from doing business with the state.

Respondents must submit separate Indiana Economic Impact forms for each component included in Respondents proposal. The information reported by the Respondent within the Indiana Economic Impact should be exclusive to that component's Indiana Economic Impact.

2.7 BUY INDIANA INITIATIVE/INDIANA COMPANY

It is the Respondent's responsibility to confirm its Buy Indiana status for this portion of the process. If a Respondent has previously registered its business with IDOA, go to www.BuyIndiana.In.gov and click on the link to update this registration. Click the tab titled Buy Indiana. Select the appropriate category for your business. Respondents may only select one category. Certify this selection by clicking the check box next to the certification paragraph. Once this is complete, save your selection and exit your account.

Respondents that have not previously registered with IDOA must go to www.BuyIndiana.IN.gov and click on the link to register. During the registration process, follow the steps outlined in the paragraph above to certify your business' status. The registration process should be complete at the time of proposal submission.

Defining an Indiana Business:

"Indiana business" refers to any of the following:

- (1) A business whose principal place of business is located in Indiana.
- (2) A business that pays a majority of its payroll (in dollar volume) to residents of Indiana.
- (3) A business that employs Indiana residents as a majority of its employees.

Respondents claiming this status must indicate which of these provisions cited immediately above qualifies them as an Indiana business. They must also fully complete the Indiana Economic Impact Form (Attachment C) and include it with their response.

The following is the policy concerning items 4 & 5 described below. Appropriate documentation must be provided with your proposal response supporting either claim made below:

- (1) A business that makes significant capital investments in Indiana.
- (2) A business that has a substantial positive economic impact on Indiana.

Substantial Capital Investment: Any company that can demonstrate a minimum capital investment of \$5 million or more in plant and/or equipment or annual lease payments of \$2.5 million or more shall qualify as an Indiana business under category #4. If an out of state company does not meet one of these criteria, it can submit documentation/justification to the State for review for inclusion under this category.

Substantial Indiana Economic Impact: Any company that is in the top 500 companies (adjusted) for one of the following categories: number of employees (DWD), unemployment taxes (DWD), payroll withholding taxes (DOR), or Corporate Income Taxes (DOR); it shall qualify as an Indiana business under category #5. If a Respondent needs assistance in determining if its business qualifies under this criterion, please send an email inquiry to buyindianainvest@idoa.in.gov and you will receive a response within

forty-eight (48) hours. If an out of state company does not meet one of these criteria, it can submit documentation/justification to the State for review for inclusion under this category.

Pursuant to IC 5-22-15-7, Respondents may claim only one preference. For the purposes of this RFP, this limitation to claiming one preference applies to Respondents' ability to claim the recycled content preference, Indiana small business preference, or to claim eligibility for Buy Indiana points.

SECTION THREE PROPOSAL EVALUATION

3.1 PROPOSAL EVALUATION PROCEDURE

The State has selected individuals to act as a proposal evaluation team. Subgroups of this team, consisting of one or more team members, will be responsible for evaluating proposals with regard to compliance with RFP requirements. All evaluation personnel will use the evaluation criteria stated in Section 3.2. The Commissioner of IDOA or her designee will, in the exercise of her sole discretion, determine which proposals offer the best means of servicing the interests of the State. The exercise of this discretion will be final.

The procedure for evaluating the proposals against the evaluation criteria will be as follows:

- 3.1.1 Each proposal will be evaluated for adherence to requirements on a pass/fail basis. Proposals that are incomplete or otherwise do not conform to proposal submission requirements may be eliminated from consideration.
- 3.1.2 Each proposal will be evaluated on the basis of the categories included in Section 3.2. A point score has been established for each category.
- 3.1.3 If technical proposals are close to equal, greater weight may be given to price.
- 3.1.4 Based on the results of this evaluation, the qualifying proposal determined to be the most advantageous to the State, taking into account all of the evaluation factors, may be selected by IDOA, the State Board and the IDOE for further action, such as contract negotiations. If, however, IDOA, the State Board and the IDOE decide that no proposal is sufficiently advantageous to the State, the State may take whatever further action is deemed necessary to fulfill its needs. If, for any reason, a proposal is selected and it is not possible to consummate a contract with the Respondent, IDOA may begin contract preparation with the next qualified Respondent or determine that no such alternate proposal exists.

3.2 EVALUATION CRITERIA

Proposals will be evaluated based upon the proven ability of the Respondent to satisfy the requirements of the RFP in a cost-effective manner. Each of the evaluation criteria categories is described below with a brief explanation of the basis for evaluation in that category. The points associated with each category are indicated following the category name (total maximum points = 100). If any one or more of the listed criteria on which

the responses to this RFP will be evaluated are found to be inconsistent or incompatible with applicable federal laws, regulations or policies, the specific criterion or criteria will be disregarded and the responses will be evaluated and scored without taking into account such criterion or criteria.

Summary of Evaluation Criteria for each component:

Criteria	Points
1. Adherence to Mandatory Requirements	Pass/Fail
2. Management Assessment/Quality (Business and Technical Proposal)	30
3. Cost (Cost Proposal)	25
4. Indiana Economic Impact	15
5. Buy Indiana	10
6. Minority (10) and Women Business (10) Subcontractor Commitment	20
Total	100

All proposals will be evaluated using the following approach.

Step 1

In this step proposals will be evaluated only against Criteria 1 to ensure that they adhere to Mandatory Requirements. Any proposals not meeting the Mandatory Requirements will be disqualified.

Step 2

The proposals that meet the Mandatory Requirements will then be scored based on Criteria 2 and 3 ONLY. This scoring will have a maximum possible score of 55 points. All proposals will be ranked on the basis of their combined scores for Criteria 2 and 3 ONLY. This ranking will be used to create a "short list." Any proposal not making the "short list" will not be considered for any further evaluation.

Step 2 may include one or more rounds of proposal discussions focused on cost and other proposal elements.

Step 3

The short-listed proposals will then be evaluated based on all of the evaluation criteria outlined in the table above.

If the State conducts additional rounds of discussions and a Best & Final Offer (BAFO) round which lead to changes in either the technical or cost proposal for the short-listed Respondents, their scores will be recomputed.

The section below describes the different evaluation criteria.

- 3.2.1 Adherence to Requirements – Pass/Fail**
- 3.2.2 Management Assessment/Quality - 30 points**
- 3.2.3 Price – 25 points**
- 3.2.4 Indiana Economic Impact (15 points)**

See Section 2.6 for additional information.

The total number of full time equivalent (FTE – please see Section 1.2 for a definition of FTEs) Indiana resident employees for the Respondent's proposal (prime contractor and subcontractors) will be used to evaluate the Respondent's Indiana Economic Impact. Points will be awarded based on a graduated scale. The Respondent with the most Indiana FTEs will be awarded 15 points. Points will then be awarded to the remaining Respondents proportionately.

- 3.2.5 Buy Indiana Initiative – 10 points**

Respondents qualifying as an Indiana Company as defined in Section 2.7 will receive 10 points in this category.

- 3.2.6 Minority (10 points) & Women's Business (10 points) Subcontractor Commitment - 20 points.**

The following formula will be used to determine points to be awarded:

The commitment factor for each proposal will be calculated by multiplying the commitment percentage by one hundred. The RFP score ratio will be determined by dividing the maximum allowable points by the highest commitment factor. The proposal with the highest commitment factor will be given the maximum allowable points. The points awarded to the other proposals will be calculated by multiplying the score ratio by the proposed commitment factor.

Commitment percentage * 100 = commitment factor
Maximum allowable points/highest commitment factor = score ratio
Commitment factor * score ratio = points awarded

The Commissioner of IDOA or her designee will, in the exercise of her sole discretion, determine which proposal(s) offer the best means of servicing the interests of the State. The exercise of this discretion will be final.

The IDOE requests that all Respondents interested in offering services submit a response in the manner described here. Based upon the responses and, if the IDOE determines that such responses indicate that the goals of the Assessment System can best be served by contracting with one or more Respondents, the IDOE shall select one or more Respondents who can best satisfy the needs of the System.

This is an invitation to bid and a Request for Proposals under the Indiana Procurement Code (IC 5-22-9). The receipt of any proposals submitted pursuant hereto creates no obligation, expressed or implied, on the part of the ISBE, the IDOE or the State of Indiana.